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ABSTRACT

This book is part of a series of case studies that demonstrate better ways to educate Ohio's students. The case study is part of the Transforming Learning Communities (TLC) Project, designed to support significant school-reform efforts among Ohio's elementary, middle, and high schools. This report describes the implementation of an innovative program at an elementary school in northeastern Ohio. It draws on the metaphor of the patchwork quilt to describe the changes at the school. Researchers observed the daily life of the school, interviewed project participants, gathered historical documents, recorded events, and analyzed stakeholders' stories. The text provides an overview of the principles and practices of change and how the school settled on the Paideia Model of school reform. The book focuses on the beliefs of the Paideia designers and trainers; the implementation of the reform program; and the principles, practices, and processes involved in becoming a Paideia school. It outlines planning among school decision makers and their push for collaboration, shared decision making, increased parental involvement, and professional development. The report also describes the changes wrought by physical space, pedagogy, team teaching, and coaching. The book closes with an assessment of the varying depths of engagement used at the school. The appendix describes the project methodology. (RJM)

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A Patchwork Quilt of Change

The Case Study of
Brentmoor Elementary School

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TRANSFORMING LEARNING COMMUNITIES



**A PATCHWORK QUILT OF CHANGE:
THE CASE STUDY OF
BRENTMOOR ELEMENTARY SCHOOL**

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A Patchwork Quilt of Change: The Case Study of Brentmoor Elementary School

Dear Readers:

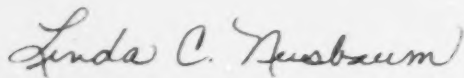
The 12 Transforming Learning Communities case studies enlighten readers about the search for better ways to educate Ohio's young people. The stories, told by educators themselves, paint a realistic picture of schools in Ohio.

The unique and inspirational perspectives of the school people highlight the triumphs of team spirit, the drive to turn obstacles into opportunities, and the effort to consider complex questions and find answers that lead to higher student achievement. These researchers tell stories of success and frustration in the endeavor to make life better for future generations.

At the core of educational change is a long-term commitment to teaching and learning that has the potential for creating positive change throughout society. The case studies emphasize intense, high-quality professional development; increased service to others; a holistic approach to education; the promotion of a sense of community; and a deepened understanding of the daily work in the classrooms, corridors, and boardrooms of public schools.

The educators at the heart of change encourage us to examine and refresh our views about schools. Sincere thanks is extended to the local educators, university researchers, and concerned citizens for their willingness to examine the lessons from the past, the realities of the present, and the likely consequences of change.

Sincerely,

A handwritten signature in cursive script that reads "Linda C. Nusbaum".

Linda C. Nusbaum
Research Project Manager

Transforming Learning Communities Project

PREFACE

The Transforming Learning Communities (TLC) Project was an initiative funded by the Ohio Department of Education (ODE) to support significant school reform efforts among Ohio's elementary, middle, and high schools. Education researchers associated with the International Centre for Educational Change at the Ontario Institute for Studies in Education of the University of Toronto were contracted to undertake in-depth case studies of school improvement in a select number of schools supported by Ohio's Venture Capital grants. The aim was to understand the school improvement efforts in these schools, and to engage other Ohio educators in the lessons learned from these schools' experiences.

The project title communicates the orientation to the study. "Learning communities" is a metaphor for schools as learning places for everyone (especially students and teachers) who has a stake in the success of schools as educational environments. "Transforming" signifies that the schools are in a process of change, and that the changes they are striving to achieve involve fundamental reforms in teaching and learning, assessment, organization, professional development, and/or governance. Transforming also captures the intent of the project to support — not just to document — the process of change in participating schools.

The TLC Project began in the Spring of 1997. A three-stage process was used to identify and select schools that had demonstrated notable progress in their efforts to implement significant change over the preceding three to five years: (1) solicitation of nominations from ODE staff familiar with the Venture Capital schools, corroborating opinions from independent sources (e.g., Regional Professional Development Center staff), and statistical profiles for nominated schools (e.g., performance and demographic data); (2) telephone interviews with the principal of each nominated school; and (3) ranking of schools according to relevant sampling criteria. Twelve schools were chosen for variation in type (elementary, middle, secondary); location (rural, urban, and suburban from various regions in Ohio); focus for change (e.g., teaching and learning, professional growth, school-community partnerships); school improvement model; and evidence of progress.

The individual case studies were carried out during the 1997/98 school year by teams consisting of at least two members of the school staff and researchers from four Ohio universities that partnered with the schools. Each team designed and implemented a multi-method study of school improvement activities and outcomes in their school learning community. These included interviews, observations, surveys, and documents. While each case study reflected the unique character of school change at each school, the studies employed a common conceptual framework to guide their exploration and analysis of change in these school learning communities. The TLC framework oriented the case study teams to investigate change and change processes in multiple contexts — the classroom, the corridors, and the community — and in relation to three key processes of learning in organizations: collaboration, inquiry, and integration.

The major products of the Transforming Learning Communities Project include 12 individual case study monographs, a cross-case study and handbook, and a companion video at www.ode.ohio.gov.

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Introduction

This case study describes the implementation of an innovative program at an elementary school in Mentor, Ohio. In 1994, a committee of teachers, parents, and the principal of Brentmoor Elementary School crafted a Venture Capital Grant to transform Brentmoor into a Paideia school, one of hundreds networked across the United States through the National Paideia Center. This tale revolves around the beliefs of innovators (Paideia designers and trainers) and implementation (folks creating a Paideia school) and describes the Paideia school, its principles, practices, and processes.

Our story takes place at one of 12 elementary schools in Mentor. Brentmoor serves kindergarten through sixth grades with 49 full- and part-time faculty. Brentmoor's 400 students live in a variety of abodes — apartments, trailer parks, condominiums, and single-family homes, valued at between \$30,000 and \$300,000. Thirty percent of the students in Brentmoor participate in the free- and reduced-lunch program, the highest number in the district. Over half the children live in single-parent homes. Despite a high mobility rate, student achievement remains high: Brentmoor students place in the middle level achievement range for the district.

On a cool fall evening in 1997 — after several years of work transforming the school into a Paideia school — Brentmoor Elementary reflected on its sense of community and the change process at a seminar. A group of students, parents, and teachers gathered with their new principal to talk about a quilt. Many of the people gathered were discussing the World Series, which the Cleveland Indians were a part of that night. Over 50 people were assembled in a circle. Some were parents with kindergarteners and toddlers at their feet. Others were fifth and sixth graders eagerly awaiting the seminar. After a parent explained the procedure for a seminar, the participants introduced themselves and named their favorite baseball player. The introductions made the atmosphere even more comfortable and relaxed. A family quilt was placed in the middle of the circle, and when participants were asked to share their ideas about the quilt, the room came alive with conversation. Kindergarten students and grandparents alike offered ideas about symbols they saw and feelings they had that made everyone think. The seminar moved into a discussion about Brentmoor's schoolwide theme, *community*. One parent said, "Like a quilt, students,

faculty and parents are all interwoven into a community." As the lively discussion progressed, the new principal took photographs. As various ideas on community were discussed, each seminar participant created his or her own quilt square representing the changes at Brentmoor. Individual squares depicted images of teamwork, friendship, and pride — students learning, laughing, being together, relying on each other. When stitched together electronically as a quilt on a computer screen, the sense of community emerged. The Brentmoor Community Quilt was created. The snapshots were printed on the computer and added to the quilt. Everyone marveled at the quilt as they enjoyed refreshments and conversation. The participants illustrated the idea of an interwoven community at this parent-child seminar. This quilt represented several years of school reform in the implementation of the Paideia philosophy.

The metaphor of the patchwork quilt seemed appropriate for developing a case study of the change process experienced at Brentmoor Elementary. The patchwork squares tell the story of change at Brentmoor. Like snapshots from the family album, the squares focus broadly on the big picture — classrooms and corridors — and closely on the specifics — students, parents, teachers, and administrators working together. The squares, constructed by the case team, tells tales of the particulars of change: the parents' stories, the children's tales, the teachers' meditations, the fine arts team's tribulations. Each square, like the people and ideas that shaped the change process, represents how change is embodied in the fabric of the community.

Framing the squares into a familiar rectangular shape, the sashings tie the squares together to represent the Paideia principles and practices which shape the quilt: the people, their relationships, and their work. Squares and sashings differ yet form a colorful story of a community of change. Varying depths of batting which fills the quilt suggest varying degrees of community members' enthusiasm for, commitment to, and engagement in the change process. Bright, contrasting threads highlight the themes. Surrounding and uniting the squares of the story, the border of the quilt documents the history of the change process, representing Brentmoor's commitment to becoming a Paideia school and creating a community based upon inquiry, democracy, and student welfare.

The story of change was pieced by a team of participants-observers: three teachers and two university researchers. As a case team, we collaboratively designed the study, observed the daily life of the school, interviewed project participants, gathered historical documents, recorded events, analyzed the stories shared, and wrote this story. Through our observations, interviews, reviews of documentation, and writing, we hoped to capture the voices of the many participants in the change process. We have pieced the squares — the tales of teachers and researchers — into this case study using the distinct voices of the storytellers. In an effort to maintain the integrity of our varying perspectives, readers will experience shifts in voice. The history is written largely from the perspective of a case team member who experienced that history first-hand and was closely involved in the change initiative. While the remain-

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der of the document also reflects the insiders' feedback, it is written primarily from the perspective of the case team members who have experienced the Brentmoor way of life as outsiders.

When the story is complete, we hope the quilt will accurately reflect the change process experienced at Brentmoor Elementary, where, for several years, the community worked diligently to recreate the ways in which teachers, parents, students, and administrators would work together toward the best for all.

Chapter Two**Sashing: The Principles and Practices of Change**

The foundation of Brentmoor's story of change is the quilt's sashing — the principles and practices framing the learning community's innovations. While the Brentmoor community had engaged in many state initiatives from 1984 through 1993, its commitment to Paideia and the principles and practices upon which it is based significantly changed the way teachers, parents, students, and administrators worked together. The community-wide decision to embrace the Paideia principles and weave them into school structures and classroom practices changed Brentmoor from a principal-led school into an active community of decision makers, collaborators, and coaches.

The Paideia model is an educational reform movement based on student-centered learning. The 12 Paideia principles propose a school culture that provides equal-opportunity learning experiences for all students. The underlying theme, "the best education for the best is the best education for all," illustrates this component. A Paideia school promotes increased student responsibility for learning and behavior. It provides opportunities to develop critical thinking skills and self-discovery activities. One Brentmoor teacher defined Paideia as a way to help learning become a natural and relevant part of every person's entire life.

To become a Paideia school, Brentmoor teachers, parents, and principals participated in national training sessions and conferences, learning and ultimately embracing the principles upon which Paideia is based and the complementary practices Paideia proposes. The principles focus on learning, schooling, teaching, and leading. Based upon student-centered learning and democratic decision making, the Paideia principles promote a school culture that provides learning experiences of fine quality for all students. "The best education for the best is the best education for all" is the Paideia slogan.

The Paideia principles resonated within the Brentmoor community, which embraced beliefs that all children can and should learn under optimal conditions and towards optimal goals. As community members engaged in Paideia activities such as training and conferences, they were determined to use this

knowledge to guide their school change process. These principles focus on the quality and purposes of schooling, the roles of teachers and students in learning in dynamic classroom settings, appropriate teaching strategies to promote thinking and learning for a lifetime, and the commitments necessary to provide quality education for all. (See Square 1).

Square 1

The Paideia Principles

1. All children can learn.
2. All children deserve the same quality of schooling, not just the same quantity.
3. The quality of schooling to which they are entitled is what the wisest parents would wish for their own children, the best education for the best being the best education for all.
4. Schooling at its best is preparation for becoming generally educated in the course of a whole lifetime. Schools should be judged on how well they provide such preparation.
5. The three callings for which school should prepare all Americans are: to earn a decent livelihood; to be a good citizen of the nation and the world; and to make a good life for one's self.
6. The primary cause of genuine learning is the activity of the learner's own mind, sometimes with the help of a teacher functioning as a secondary and cooperative cause.
7. The three kinds of teaching that should occur in our schools are didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussion.
8. The results of these three kinds of teaching should be the acquisition of organized knowledge; the formation of habits of skill in the use of language and mathematics; and the growth of the mind's understanding of basic ideas and issues.
9. Each students' achievement of these results would be evaluated in terms of that students' competencies and not solely related to the achievements of other students.
10. The principal of a school should never be a mere administrator, but always a leading teacher in the school who should be cooperatively engaged with the school's teaching staff in planning, reforming, and reorganizing as an educational community.
11. The principal and faculty of a school should themselves be actively engaged in learning.
12. The desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching.

As the Brentmoor community examined the Paideia principles, the teachers endeavored to adopt the classroom practices promoted by the National Paideia Network. These practices help students to develop critical-thinking skills and self-discovery activities. As well, these model classroom activities allow for guided instruction that is supported by cooperative and supportive practices and extended in dynamic classroom conversations. In a Paideia school, there are three kinds of teaching and learning: didactic instruction, coaching, and the Socratic seminar.

In didactic instruction, students learn facts and concepts through the use of textbooks, lectures, films, and study guides. The teacher selects appropriate content that is delivered in a lively and inquiry-based manner to engage the learner's mind, not just reinforce the memorization of facts. Thus, students are invited to inquire, ask questions, and discover new information. A typical didactic lesson involves the teacher presenting a problem to her second graders, such as, "Just how many pumpkin seeds do you think each pumpkin contains?" Students record their guesses, then set about carving their pumpkins and counting the seeds, grouping them in piles of 10 and sets of 100. Students learn estimation and hypothesizing through an inquiry approach. At some points in the activity, students coach each other.

In coaching, students practice and master skills introduced in their didactic classroom experiences. At different times, teachers, students, and parents serve as coaches in Brentmoor classrooms. Coaches use a variety of strategies to involve students in guided practice and hands-on activities. Sometimes, coaches devise guided discovery (such as the pumpkin-seed problem) or guided practice to help students make connections and master skills. In coaching, many times, students are assisted by their teacher and fellow students or outside experts to produce projects which illustrate mastery of skills. Coaching may address a simple skill, a long-term project, or assistance in completing a specific task. (See Square 2.)

Square 2

**The Coached Product:
Aluminum Galore and Company Store**

The name of the students' school store was Aluminum Galore and Company Store, because they recycled aluminum cans to get the money to purchase school supplies and to make crafts to sell. The children spent the day working together in small groups, making posters to put up on the walls to advertise their school store and to list products and times that the store would be open. Some groups wrote advertising scripts for the school store. These would be videotaped after much practice and aired in the mornings in both the upper and lower grade pods. One small group was writing the scripts for morning announcements on the P.A. system. One announcement would be aired at the end of the day to remind Brentmoor students to bring their money the next day so they could purchase school supplies. The other announcement would be aired in the morning before school starts to advertise products and to attract customers. A parent and two teachers walked around to give advice if asked or to help if needed. One of the teachers was the building art instructor. Community members worked with the students in the afternoons during the next few days to tutor the children in various crafts that they could sell in their school store, such as artificial flowers, potted plants, pennants, bookmarks, and doorhangers. One class decided to make chocolate candy to sell, because their teacher read aloud *Charlie And The Chocolate Factory*.

Later in the week, two small-business owners were invited to come to Brentmoor to talk about how they started their businesses and to share what things they do to keep it running smoothly. The children were really interested in what these two business owners had to say. The questions posed to these business owners were thoughtful and mature, such as "How did you get enough capital to buy the machines you needed to make frozen custard?" "Did you ever have an employee who didn't do his/her job well? What did you do to get this worker to do better?" A surprise bonus for the school-store students was five free gallons of frozen custard at their end-of-the-year evening event with the parents.

During this session, the children shared their videotapes for parents to see, introduced the community helpers, and displayed their homemade products and proudly announced their profits. The sales and expenses were all on computer on spreadsheets. This little project was enabled by one of the teachers who coached students in doing their bookkeeping on the computer.

This year-long economics unit was rewarding for the children, because it was something that they took ownership for under the tutelage of many caring adults who were enthusiastic about *coaching* and *guiding* the children in performing meaningful everyday life skills. All involved shared a sense of accomplishment and growth. The teachers took photographs throughout the year of the students involved in this project, and they made a slide-show presentation on the computer to share with other members of their profession at the National Paideia Conference in Pueblo, Colorado.

The most meaningful activity was the shopping trip to the grocery store. The students used three-fourths of their profit to buy food for the community food bank. Parents accompanied the children on their shopping trip to encourage students to discuss nutrition and best price values before choosing food items for the less fortunate members of their city. The last quarter of the profit was used to celebrate and buy food for a picnic on the last day of school. The student operators of the Aluminum Galore and Company Store sang their original company song and waved flags with their company logo — a school year to remember!

Socratic seminars are a unique aspect of the Paideia model. In seminars, students focus on an ambiguous text, answer open-ended questions, express opinions and provide rationale, and respond to other students' comments. Designed to promote use of higher-level thinking skills in analyzing texts from literature, the arts, historical documents and current events, seminars encourage each student to think critically, understand ideas, solve problems, make decisions, resolve conflicts, and apply knowledge to new situations. Key skills students apply in seminars include articulation, conceptual understanding, and listening. Seminars provide experiences that foster intrinsic motivation and peer-generated enthusiasm. The rules and structure of the Socratic seminar differentiate it from other classroom practices.

Brentmoor teachers speak of *seminar* in sacrosanct terms. One cannot, for instance, use a recollection of an experience for text, some teachers said. Nor could you allow students to speak without raising their hands at any time in the classroom except during seminar, another teacher said. Seminars are the delight of parents, teachers, and students, engaging them in dialogue in which they learn about themselves and others.

Becoming a Paideia school created excitement and enthusiasm as parents, teachers, students, and the principal embraced a common vision of change — to provide a quality education for all students, engaging them in dialogue, coaching, and didactic instruction that require students to think deeply about the core content as it is integrated with fine arts and movement.



Border: The History of Change

While the sashings or principles frame the patchwork squares that tell the stories of change, the border that enfolds the quilt is the history of change. At Brentmoor, the history of change presents a tapestry of events, people, and experiences that changed the way children were schooled and the ways in which the adults in the community interacted. The path Brentmoor Elementary took over a 10-year period was a series of pieces (patches) put together by children, parents, faculty, administrators, and Paideia professionals. Brentmoor's history forms the border on the patchwork quilt of change.



The Journey to Paideia

In 1984, an administrator named George transferred to Brentmoor as the new principal. He was placed there to shake things up and for the specific purpose of bringing about change in technology, community involvement, and curriculum innovations. George remained at Brentmoor for 14 years until his retirement in 1997. He was a strong, autocratic leader. Each faculty meeting at the start of the school year opened with a theme.

As an IDEA fellow, each July I traveled to Colorado for a conference with 200 administrators and educators from across the United States. I listened to presentations from the top futurists and visionaries in the country. After collecting data from the conference, I picked out innovations that applied to the mission and vision at Brentmoor and brought them to the staff for discussion and application. – George (Brentmoor principal)

Teachers were sometimes reluctant to incorporate these innovations into their teaching. It meant extra hours after school in preparation and eventual practice. George often said, "If you continue to do educationally what you have been doing, you will continue to get the same result." When some staff were resistant to change, George said, "You're either with us or against us, so what's it going to be? There are transfer papers available. I put transfer papers in everyone's mailbox, and this was supported by the administration."

Early in George's career at Brentmoor, changes and materials were funded with money earned through Parent Teacher Organization fundraisers. Then in 1989, Brentmoor received an Effective Schools Grant, which it continued to receive for five years. This five-year evolutionary process provided the time to "develop in the school community a climate, culture and common thrust that student learning is the underpinning that drives educational endeavors." The effective school's work provided a foundation for change in (1) mission, (2) leadership, (3) expectations, (4) progress, (5) positive climate, (6) opportunity to learn, and (7) parent involvement.

Money derived from the Effective Schools Grant expanded the use of technology through such avenues as (1) interdisciplinary units (Golden Spike, Decisions-Decisions, and Voyage of the Mimi); (2) telecommunications projects (Kids Network, National Geographic, Hello, Too Much Trash, Acid Rain, Weather and Water Quality, and the Writing Place with WVIZ); (3) satellite teleconferencing (Sci-Star); (4) computer club; (5) keyboarding, simulations, and graphic designs; and (6) liquid crystal display unit used to introduce software.

Staff members attended workshops on new trends in education and school reform. Faculty and parents answered surveys on the changes taking place and recommended improvements to increase student achievement.

I feel [that] as a school community we need to make a commitment toward renewal and change. Too many of our students are not mastering skills that are needed at the next grade level. They are "falling between the cracks." Also, many children with high ability are not working to their full potential. I think we need a better school-community relationship at Brentmoor. — A teacher survey response

Society and technology advancements have made change in our schools necessary, in some cases. The function of our school is to prepare our children for "the world." Some schools probably do a better job at preparation than our school does, but most don't. Let's look at what children need for the future and focus our change in that direction. — A parent survey response

In the spring of 1993, as Brentmoor completed the last year of funding with the Effective Schools Grant, George learned of the Venture Capital Grant. He knew it was a way to continue funding and impact school reform on a much larger scale. The foundation for Brentmoor's vision and mission had been established through the five-year Effective Schools Grant. Venture Capital would be a natural transition. A nomination for the grant was necessary from a school superintendent. In June 1993, George requested nomination, stating:

In reviewing the criteria for nominating schools for Venture Capital funding, Brentmoor exhibits the listed characteristics. The process of establishing a school culture, use of varied instructional formats, rethinking student assessment vehicles, restructuring curriculum initia-

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tives, and moving into integrated thematic units are examples of directions we have started. Brentmoor's effective school team would like to review and identify available models for school improvement and determine the best model to assist us in restructuring our learning and teaching processes. Models that appear to have our interest and the potential to keep us moving forward include Coalition of Essential Schools [TheodoreSizer], Effective School Process, High Success Schools [William Spady], or a combination based upon our assessment of the nuts and bolts of each model.

Brentmoor was nominated for a Venture Capital Grant, and George closed the school for the summer, only to return in August to "shake things up," as he so often did. At the first staff meeting in August 1993, number 11 on the staff meeting agenda read, "Some of my thoughts (only overheads) on the state of education, what has been, what can be, and where I see us as a staff presently. The choice is yours and mine to make a difference." George presented summary thoughts about paradigms.

Paradigms dramatically influence our judgments and our decision making by influencing our perceptions. And it is clear to me that if you want to be able to make good judgments about the future and anticipate the future successfully, you must understand your own present paradigms and how they influence you, and then be able to look beyond them.
— George

A faculty discussion followed about paradigms and Brentmoor's thrust to improve student achievement. Information on the Venture Capital Grant was given to each grade level for review and discussion. Staff expressed concern about the time available in which to review school reform models, make a decision, and write the grant. The enthusiasm generated by George to pursue the grant was contagious. The eight-week deadline to complete the whole process did not concern him.

George presented the Venture Capital Grant at all seven Meet the Teacher nights in early September. In mid-September, parents were invited to a two-hour Saturday morning breakfast for an in-depth Venture Capital meeting. Forty parents responded that they would attend the meeting. That morning, however, 65 parents attended a three-hour meeting. Parents viewed the paradigm tape and reviewed the grant application and timeline. The reform models outlined in Restructuring the Education System by the Education Commission of the States were reviewed and discussed. Parents completed a survey about the school community's commitment to renewal, interest in continuing the process to completion, and feedback on the particular models. At the Saturday meeting, parents received literature and information on Coalition of Essential Schools, Success of All, High Success Schools, the Paideia program, Accelerated Schools, School Development Program, Foxfire, and Montessori. One parent commented,

The Coalition of Essential Schools looks favorable but appears very costly. Also, it has primarily been implemented in high schools. I agree the nine principles sound good. I have questions. Can a seven-year-old really teach herself, as the fifth principle states?

A staff member responded to the survey by saying,

I'm glad to see "fine arts" incorporated as part of the Paideia model. I'm also glad to see that the primary purpose of education is not just to create potential "earning power" down the road, but to create "lifelong learners."

The parent-staff surveys indicated that the necessary key components for a reform model were child-centered hands-on learning, integrated academic areas, high expectations for all students, critical-thinking skills, and preparation of students to be lifelong learners. The surveys also indicated a strong interest in the Coalition of Essential Schools.



Selection of the Paideia Model

When George found out through the grapevine that seven other Mentor schools were applying for Venture Capital Grants, and six of them were writing for the adoption of Coalition of Essential Schools, he believed that the state would not fund money for identical models within the same school district. He looked for similarities betweenSizer's model and others in review and realized thatSizer's 10 elements in a Coalition school meshed with the 12 Paideia principles.

In early October, George contacted The National Paideia Center in Chapel Hill, North Carolina, to request additional information about the Paideia model. The director suggested that three books written by Mortimar Adler — *The Paideia Proposal*, *The Paideia Program*, and *Paideia Problems and Possibilities*, — would provide adequate information to make a decision on adopting the reform model. Purchased books were read by many staff and parents. Staff decided at a meeting in mid-October that the Paideia philosophy included the components Brentmoor staff and parents were seeking in a reform model.

At a PTO meeting, George and several teachers presented the Paideia model in more detail to parents. Parents were receptive to the philosophy, and a decision was reached by them to write the Venture Capital Grant to adopt the Paideia philosophy at Brentmoor. Parents and staff thought the grant had a strong chance for approval by the state, since Paideia was not a well-known reform model, especially in an elementary school. The excitement generated by parents at the PTO meeting that night carried into the corridors and classrooms the next day. Parents and teachers took an active part in making a decision on an innovation that would strongly impact and improve student achievement at Brentmoor.

George and two teachers wrote the Venture Capital Grant. After discussion and revision, 90 percent of the staff approved it. In January 1994, Brentmoor Elementary received the state's approval of phase one in the grant process. The next phase involved an interview by educators selected by the state.

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Mentor's superintendent, one parent, and the grant writers prepared for the interview with input from the director of the National Paideia Center. Indicators of success were written, a five-year adoption timeline was drafted, and assessment tools to measure progress were compiled. The interview team felt a favorable response to the grant would be forthcoming after completion of the interview. In March 1994, Brentmoor received notification that they were the first Mentor school to receive a Venture Capital Grant.

Two teachers who were grant writers and interview team members presented the Paideia model to the Mentor School Board. Enthusiasm and interest was generated at the meeting, not only in board members, but throughout the community as the meeting was televised into Lake County homes.

.....**Chapter Four**



Training and Implementation of the Paideia Model

After Brentmoor received the Venture Capital Grant, the director of the National Paideia Center visited Brentmoor to meet staff and parents. He observed classrooms, viewed the layout of the school, and got a general feeling for the atmosphere at Brentmoor. He suggested training in North Carolina, through which site visits to existing Paideia schools would be facilitated. George decided that every staff member would have the opportunity to attend training in North Carolina. In a memo he stated:

I understand the time, family, and college responsibilities that each of you has coupled with your classroom duties. Each of you has expressed an interest in seeing first hand the locations that can provide input to our model's design and fall implementation. I hope that this change unfolds for each of us, since it could prove to be a valuable portion of this developmental process.

During his spring break, George traveled to Chapel Hill to scout out the territory and make arrangements for the first visit. He began a connection with the Paideia center staff that, over a four-year period, developed into a family-type relationship.

At 6:00 a.m., on April 18, 1994, an eager group of seven teachers and George flew to Chapel Hill. Training in the Paideia principles, seminar rules, coaching strategies, and didactic instruction techniques filled each day. The group visited Clara Hearne Elementary School in Roanoke Rapids to observe student seminars and talk with the principal and staff about first-year implementation. A graduate student skilled in seminar technique facilitated six seminars with teachers on pieces of art such as M. C. Escher's *Relativity* and literature texts, notably Maya Angelou's *Mary* and *The Little Red Hen*. Throughout the three-day visit, the group felt energized and left with a feeling of even greater professionalism. The group returned to Brentmoor, not only with a better understanding of the Paideia model, but with a feeling of camaraderie and enthusiasm to get things started. Their enthusiasm spread throughout the school. Within a week of the group's return, the first seminar was conducted and videotaped for staff, parents, and children to view.

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On Mother's Day, the second group — including two parents, seven teachers, the school secretary, George and his wife — flew to Chapel Hill not only to receive training but to attend the National Paideia Conference held on the campus of the University of North Carolina. At the conference, the Brentmoor group attended sessions on assessment, coaching seminar behaviors, technology, theme-based projects, and interactive teaching. The conference was charged with energy and enthusiasm for Paideia by teachers and administrators practicing the model in their schools. Many of them presented at the conference, but all learned from and shared with each other.

The Brentmoor group discovered that in addition to knowledge about Paideia, these educators had a sense of humor. A Brentmoor third-grade teacher had written a song about the initial Paideia experience. Before leaving for the conference, the staff assembled in straw hats and overalls to sing the song in their best southern accents as a videotape was made. The tape was a gift to the director for his assistance with implementation and to reciprocate his continual joking about our northern words and mannerisms. Much to the surprise of the Brentmoor group, hundreds of conference participants sat and watched the tape as it played on a full-size screen.

"Paideia Professionals On Parade"

(sung to the tune of the *Beverly Hillbillies* theme song)

*Come and listen to our story
'bout a man named George,
Been a boss round here
Since the time of Valley Forge.
And then one day
While he's searching for some dough ...
Out from the state come a bubblin' cash flow.
CAPITAL, that is ...
VENTURE CAPITAL!!!*

*Well, the first thing you know,
Ol' George's a popular guy.
"We want to know some more,"
His staff was heard to cry.
He said, "North Carolina's the place
you want to be ..."*

So, they loaded up Len's truck
and they drove to see Morty,
ADLER, that is ...
Peanuts flights and credit cards.
THE PAIDEIA PROFESSIONALS!!!

In the first two days of training that followed the conference, the group interacted in several seminars, discussed the Paideia philosophy, and eventually wrote an action plan for the implementation of Paideia at Brentmoor Elementary. The action plan read as follows:

Statement of Objective/Goals: To begin developing the essential elements of a Paideia School working toward accomplishment of the 14 components of a Paideia School.

- a. to implement schoolwide seminars
- b. to expand coaching
- c. to identify an integrated core curriculum
- d. to effectively use time for learning
- e. to integrate the entire building to cooperatively learn
- f. to decide the critical issues through a committee composed of members of the school community
- g. to investigate alternative methods of reporting student success
- h. to create a continuing education plan for informing parents of building philosophy

On the fourth day of training, the Brentmoor group visited Githens Middle School in Durham, North Carolina. After receiving an overview of the school and history of Paideia adoption from the principal, teachers and parents observed coaching and seminars in classrooms. The trip to the airport carried 12 enthusiastic educators all talking at once about plans for Brentmoor Elementary School. Upon return, each member of the group wrote his/her reflections, and their comments were shared with all staff. One staff member wrote,

The major strength that can be learned from having our school team visit North Carolina was easily seen in the camaraderie and support for each other that evolved when people dedicated to working with children spent time together talking about education in a different setting. The trust, understanding, and clarity of roles that emerged was dynamic and a powerful force to be used in addressing educational restructuring on a schoolwide basis. Down the road to restructuring, we will be faced with any number of decisions that each of us will not totally embrace. As part of reaching consensus, we must agree to work on the final task and give it a chance to reach success and not attempt to subvert the consensus.... We will probably spend a lot of time hashing things out formally and informally, but I think it has to be done to make sure that everyone is up to speed and understands where and why we have made this conscious choice to build a path to establish a Paideia school. If the "best education for the best is the best education for all," how can we do anything less?

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In the last three weeks of the 1994 school year, Brentmoor staff and parents rigorously continued to plan and implement change at the school. A four-day Paideia training session, guided by the Paideia center, was planned for the staff; five Paideia school committees were established; the Fine Arts Impact Team engaged in a planning discussion for the 1994-95 school year; and the design for block scheduling was completed.

In the second year of implementation, the staff gathered for an intensive four-day training in mid-August. It was attended by almost all of the staff and 12 parents. The peaceful setting in which the training was held contributed to the staff's comfort with surrendering a week of summer vacation without monetary compensation.

The training guided by the director from the National Paideia Center focused on the essential elements of a Paideia school, the role of the Paideia teacher, planning coached projects, implementing Brentmoor Paideia committees, and facilitating seminars.

Since the Socratic seminar is a unique teaching practice to elementary teachers, most of the four-day training focused on it. Parents and staff learned to select a text, write seminar questions, conduct a seminar, and debrief. Several seminars took place in small groups on texts of literature, historical documents, art, and photographs. With texts as varied as Langston Hughes's *Mother to Son* poem, Martin Luther King, Jr.'s *I have a dream* speech, M. C. Escher's *Relativity*, and Chippewa pictography, the training participants engaged in lively discussions. Throughout the training, staff and parents enthusiastically discussed the use of seminars in the classroom and how developing critical-thinking skills would benefit all children. Based upon this experience, staff set the planned changes into motion. The training session ended with a party at George's house, which set the tone for the comfortable atmosphere often experienced by the Brentmoor staff. The four-day experience culminated with the decision that Brentmoor would evolve as a Paideia school, beyond merely a collection of Paideia classrooms. The title, "Brentmoor — A Paideia School" headed each staff memo and home bulletin, giving the Brentmoor community a common focus. Sweatshirts ordered for all staff bore the proud inscription, "Brentmoor Paideia Professionals."

Seven Meet Your Teacher sessions held in September provided the avenue to present Brentmoor's vision to parents. After parents assembled, George introduced staff and explained Paideia school principles. Questions were solicited and explanations given on didactic instruction, coaching, and Socratic seminars. The heightened parent interest prompted their active participation in Brentmoor activities.

Schedule changes which would accommodate a Socratic seminar block on Tuesdays for one-and-a-half hours were implemented immediately. All other scheduling revolved around this block so that students and faculty could actively participate in seminars at the same time. The seminars were based on a variety of texts which varied in level of difficulty, allowing for different age levels of students to par-

ticipate in meaningful ways. The Tuesday conversation in the lunchroom and on the playground revolved around the seminar conducted in classrooms earlier that day. As children carried these conversations about seminars to the dinner table at home, parents grew increasingly interested.

The Fine Arts Impact Team (FAIT), consisting of the art, physical education, and music teachers, designed a two-hour time block for students in grades two to six. The block provided integration of the arts into meaningful and educational instruction. Before the implementation of Paideia, students went to "specials" three times per week for 30-40 minutes. The children received traditional instruction in these classes with no apparent relationship between the subject areas. Block scheduling in fine arts allowed greater flexibility for team teaching and joint projects. The fine arts block also allowed the same planning time for grade-level teachers to collaborate on seminars, coaching practices, and integrated activities. Common planning time was of critical importance in moving the Paideia initiative forward.

The five established Paideia School Committees are (1) Theme and Text Selection, (2) Scheduling, (3) Public Relations, (4) Parent Seminar, and (5) Interview Committee, which met throughout the year. The Paideia Steering Committee acted as the lead team in keeping the school improvement initiative focused. Each committee wrote an action plan, maintained minutes of meetings, and reported activities back to the Steering Committee.

Brentmoor's first schoolwide theme selected by the Theme Committee was Earth Watch. The Tuesday-morning seminars focused on topics, such as plant and animal destruction, conservation, and pollution. The Theme and Text Selection Committee purchased books and artwork for classes to use as texts in seminars. In the teachers' lounge, staff used lunch hours to discuss seminar questions on specific books purchased for the theme. Questions used at a sixth-grade level were, at times, adapted for a second grade. Teacher collaboration expanded throughout the school. Parents observed and participated in seminars in the classroom.

The first parent seminar was held in early February based on the schoolwide theme. An illustration from the book *Brother Eagle, Sister Sky*, by Susan Jeffers (1991, Dial Books), was used with the caption, "This we know: All things are connected like the blood that unites us. We did not weave the web of life, we are merely a strand in it. Whatever we do to the web, we do to ourselves."

Over 70 parents participated in three concurrent seminars. The three additional parent seminars held in 1995 were well attended, as parents enjoyed the level of discussion and friendly atmosphere.

The National Paideia director visited Brentmoor in February and gave an overview of the Paideia program to parents at the first parent seminar. Conversations with parents indicated that they understood the Paideia philosophy and saw growth in their children.

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The director conducted classroom seminars with children to model seminar techniques for teachers. Even the Paideia expert was challenged by first and second graders speaking without raising hands and worked to keep all children actively engaged. Staff learned that teaching seminar techniques on a weekly basis improved seminar skills in children. One student said,

I like seminar because I like to express my ideas. People say I'm an analytical thinker I think it is good for all students, because some kids are afraid to speak; they're passive, and this encourages them to share their ideas.

Teachers were surprised that many times the lower-achieving students made the most insightful statements. Children learned that each participant's voice was valued and that *right or wrong* was not fixed to any response. Children learned to express themselves orally without judgment placed on their opinion.

One staff member attended The National Paideia Conference in March. George presented a session titled Developing Community Consensus for Paideia Reform. Conference participants stressed the need to maintain a high-quality support system and develop a network. Staff members gave presentations on the Paideia program at other Mentor schools, in college classes, and at the Teaching and Learning Conference in Columbus, Ohio.

The Fine Arts Impact Team demonstrated an interdisciplinary approach to education through the production of a fine arts exhibition in March. The exhibition *Time* involved all students in second through sixth grade and revealed the interconnectedness between core subjects and the fine arts. *Time* was represented by two formal art elements: circle and line. Throughout the program, students' artwork was projected on stage and intertwined with a color skit and dance illustrating lyrics from songs. As students moved with various colors and light, the music conveyed the magic of rainbows. The production, held for an audience of 1,000 parents and community members, received a favorable response. One parent commented, "The conceptualization — higher-level thinking — was so apparent in last night's fine arts exhibition, I went home and told my husband that I have never seen a children's performance like it. And I've seen a lot." Another parent said,

The performance was a new twist, but very much a blending of the arts. It certainly introduced new concepts to the students and Brentmoor families. There were many displays of talents and hours of organizational practice. Hats off to the FAIT teachers for an interesting extravaganza!

The Theme and Text Selection Committee established the following timeline and themes for the 1995-96 school year:

September — November 1995

Together We Can Make A Difference:

This theme encompassed school and class rules, conflict resolution, friends, manners, respect, responsibility, and reputation.

December — February 1995/96

Kids, Customs and Cultures:

Each grade level adapted this theme to include art, literature, and music.

March — May 1996

Inside Out:

This theme looked at things from the inside out, i.e., skeletons, the earth, inventions, technology, and experiments as related to the course of study.

Materials were purchased in art, literature, and music to enrich activities and lessons in each theme.

The Steering Committee reviewed the 1994-95 school year in relation to the five-year plan. All five of the following first-year goals were achieved:

1. schoolwide seminar program launched with classroom teachers conducting seminars on a weekly basis
2. evening parent seminar program started — four seminars per year
3. coaching programs developed within classrooms and between grade levels
4. block schedule established for fine arts
5. integration of fine arts into curricular areas

The action plans written by committees brought into focus the need for a second training session in August of 1995. The first day of training focused on defining coaching, developing coaching practices in the classroom, and sharing coaching techniques. Teachers also discussed assessment strategies used in evaluation. On the second day, grade levels used the Paideia unit plan as a guide to develop didactic instruction, coaching, and seminar instruction related to the schoolwide themes.

Throughout the school year, teachers planned units to integrate subjects across the curriculum. The topics included Kids, Customs and Culture, From Roots to Rock, and Operation Stargate.

With the Kids, Customs and Cultures theme, one grade level took a trip around the world over a seven-week period. As the class visited a different continent each week, the children studied literature, writing,

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math, science, and social studies related to the continent. They learned about the geography and the economy within the continent. Students sang songs, cooked food, played games, created pieces of art, and learned about the language of the country. All activities were correlated with objectives in each course of study.

Parents and teachers continued to work together to expand and enrich the Paideia program at Brentmoor. The fine arts team and a parent visited the Chattanooga School for the Arts and Sciences in Kentucky. As the success of the parent seminars grew, parents became more involved in selecting text, writing questions, and conducted the evening seminars. Parents and teachers presented the Phantom of the Opera seminar at the National Paideia Conference in March of 1996. (See Square 3.) Other teachers gave a presentation on the change process highlighting coached projects, FAIT programs and block scheduling.

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Square 3

Seminar Questions

The Phantom Of The Opera

Opening Activity:

Contour Drawing: Participants listen to first playing of Phantom and draw a continuous, unbroken line that is guided by one's response to the music.

Questions: What would you entitle your drawing based on the feelings you encountered while listening to this piece?

Explain your interpretation of the pulsating rhythm in the music.

Core Activities:

Number the lines in the lyrics.

Underline the word *phantom*.

Underline the word *labyrinth*.

With your partner, discuss what these terms mean to you and write down your ideas to share with our group.

Listen again to the *Phantom of the Opera* and think about what conflicts permeate this piece. Be ready to share your thoughts when the music stops.

What do you think are some of the "masks" people wear in life?

Do you think the phantom is real or not?

Closing Question:

What do you think is the message behind this composition?

Do you think that the composer and lyricist of this piece achieved their purpose?

The walls of Brentmoor shook with the music of rock 'n' roll when the Hall of Fame presented "From Roots to Rock: The Story of Rock and Roll." The program followed the evolution of music and highlighted the musical style of specific artists with a live band program. Staff, parents, and students clapped and danced as the rock 'n' roll chronology unfolded. As the auditorium emptied that afternoon, participants left with a sense of pride in their city, which provides a home to the Rock and Roll Hall of Fame. Brentmoor received media coverage for the performance.

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The Brentmoor community was invited to the spring open house to travel through time in Operation Stargate. As visitors entered the building, they were "zapped" into classrooms in a specified order. Children guided their parents through classrooms to view artwork they created on a specific theme. Flashing lights on silver paper gave the illusion of traveling in time as visitors traveled through the world. Each classroom displayed art and played music on the following grade-level themes:

Kindergarten: Me

Colonial

Contemporary

Grade 1: Family

Holidays

Games

Dwellings/Workplaces

Grade 2: Neighborhood

Past

Present Future

Grade 3: Communities

Mining - coal

Farming

Port

Grade 4: State

Pioneers

Prehistoric

Grade 5

Indians

Explorers

Revolution

Grade 6

Medieval

Egyptian

20th Century

The FAIT met with grade-level teachers many months prior to Operation Stargate to discuss core concepts and integration into the fine arts. The Brentmoor community of staff, parents and students working together contributed to the most successful open house in Brentmoor's history.

Multi-aged education was considered as a possibility for continuing growth in the Paideia model. After several meetings to discuss the concept, several classrooms were relocated so that different grade levels could work more closely together. Sixth-grade classrooms moved next to first-grade classrooms and became "buddies". Sixth-grade students acted as coaches in primary grades by listening to young readers fine-tune their skills, conferencing with children during writers' workshops, and exploring computer programs. Some older students modeled effective seminar practices for children and even facilitated seminars after selecting texts and writing questions. Coaching across all grade levels proved beneficial to students, and "buddies" expanded throughout the school.

My students feel really good about helping other children. It builds their self esteem and reinforces their own skills. They make younger friends, and I'm sure that helps with problems on the playground. They have a respect for each other. My students want to be good role models. — A teacher

During the school year, Paideia committees met to move progress forward. The Steering Committee assisted in completing state evaluations, critiquing and rewriting the indicators used for measuring the success of the program. The Interview Committee selected new staff.

As the school year closed in the third year of Paideia implementation with Venture Capital, the Brentmoor community achieved several goals:

1. seminars fully integrated into classes
2. schoolwide themes integrated into core curriculum
3. classes taught with three column units — didactic, coaching, seminars
4. parents trained as seminar leaders
5. increased role of community in school governance

The 1996-97 school year saw a change in parental leadership at Brentmoor. Spokespersons for the reform effort, who were actively involved since the Effective Schools Grant in 1989, had children move on to junior high. Time was spent at meetings with PTO board members and community groups in clarifying goals and directions. The new PTO president attended the National Paideia Conference to acquire knowledge and experience in the Paideia program.

With the impending retirement of key staff members (the principal and four teachers), the committee structure was expanded and revised to fill upcoming voids. Staff members were given the option to choose a new committee or remain on existing committees. The role and function of each committee was discussed and fine tuned.

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The staff revised the indicators of success to align with state guidelines and Paideia principles. The steering committee took a proactive role in providing more measurable assessments of achievement. The staff drafted a new vision and mission statement focusing efforts on teaching the child in a holistic manner.

Since a plateau and comfort zone with the Paideia model was reached, a "critical friend" from the National Paideia Center visited Brentmoor. Meetings with staff and parents, classroom visitations and corridor observations provided a total picture of Brentmoor climate and culture. Staff seminars and study groups were recommended to provide an avenue for reflection rather than the type of evaluation taking place for state requirements.

Staff used Venture Capital funds for staff development in areas of inclusion and technology. A Goals 2000 Grant was obtained to collaborate with Perry schools on technology. A strong intervention team provided support for teachers with students in need of additional help in academic areas and behavior. Staff and parents continued to attend and present at state and national conferences.

A Brentmoor Elementary School questionnaire completed by parents provided favorable feedback on the four-year reform effort with Paideia. When asked about the best aspect of Brentmoor's program, responses included cross-level student involvement; that children learn the value of others' opinions; hands-on learning; the critical thinking developed within seminars; the genuine concern of staff for children evident in the dedication and respect shown for all students; the openness of new ideas in teaching; that parental involvement is encouraged; the organized, friendly, and positive atmosphere; the collaboration and cooperation between the members of the school community; and integrated curriculum projects. One parent summarized her thoughts by saying that "There are too many to list. I am extremely satisfied with the program." Another parent commented, "I wouldn't change anything. Paideia is the most comprehensive program design for all students." The survey indicated that some parents wanted to see changes in playground equipment, homework, cafeteria food, behavior, the dress code, telephone lines, transportation, class size, classrooms for art and music classes, and after-school programming.

Very few purely negative comments were received. However, one parent responded, "End Paideia and return to previous program — honor roll, breakfast with the principal, et cetera, return to daily specials instead of fine arts." Another expressed the following concern:

I'm not sure I agree with the Paideia philosophy. I feel special needs students still need to be dealt with individually. It is not fair to the other students or teacher. Everyone is not the same. — A parent survey response

Many responses focused on staff retirements and the concern for continuation of the Paideia program at Brentmoor with new staff.

George and all the teachers who are retiring have been a tremendous asset to Brentmoor, and I'm so sorry to see them go. While nobody likes change, these staff turnovers will hopefully keep Brentmoor's positive momentum going. My real concern is that George is the backbone of the Paideia model at Brentmoor — if the new principal and teachers fail to embrace this philosophy, then where will we be? I feel that Brentmoor is the school that it is because of George and Paideia, and I hope that we'll be able to stay on track and achieve the goals we have set for ourselves relative to Paideia. — A parent

The interview team rigorously interviewed prospective candidates to fill new positions. Interview questions focused on educational philosophy, teaching style and technique, classroom discipline, and, most importantly, thoughts on Paideia principles. Newly hired staff members trained at the National Paideia Center for four days over the summer.

When George retired in June 1997, Tim stepped in as the new principal — new in every way, for this was Tim's first administrative position in his fifth year as an educator. "I graduated from Cleveland State," he told one of the researchers, citing the canon upon which the program was based, talking about "empowerment" and the principal as "the leader of change, the facilitator". Early in his term, Tim empowered the teachers by allowing them to decide how to spend grant moneys. Paradoxically, while the staff had developed a schoolwide committee structure complementary to the Paideia principles, Tim unilaterally created a principal-led team to help him make the day-to-day decisions about discipline and schoolwide management. This paradox represents the paradox of "principals or principles" that emerged throughout the study.

Inadvertently, teachers would compare the two principals. One teacher explained that the school climate was not very different with the new principal on board.

Currently, the collaboration isn't as strong as when we first started our initiative. There seems to be a very big division among the staff. I'm not sure what the cause of that is.
— A teacher

There has been a change in leadership, and when change occurs, changes among staff occurs. In other words, divisions among the faculty continued to exist, although different people comprised different factions under different administrations.

Tim was welcomed somewhat cautiously. "He's pretty much basically keeping it what it was," one teacher said. "It's just that once in a while he tells us we have to do this without letting us decide if that's how we really want to do it."

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With the new leadership at Brentmoor in 1997-98, committee structure, indicators of success, vision and mission statements, and Paideia programs were revisited and revised. Venture Capital funds were allocated differently so that teachers could use moneys within the grade levels. Any expenditures were equated with indicators of success to assure student achievement. Some teachers used the money to purchase classroom materials, others took students on field trips to enrich the arts program, and some grade levels requested release time to plan themes or do curriculum mapping to improve student achievement. Several teachers expanded their knowledge of technology with staff-development programs.

The schoolwide theme, Poetry in Motion, encompassed the three kinds of teaching and learning in a Paideia school. The performance *Starry Night*, presented by FAIT, launched the poetry theme with a multimedia presentation depicting the life and times of Vincent van Gogh. Classroom lessons focused on different types and styles of poetry. A staff seminar was held to compare and contrast two of Robert Frost's poems. Teacher artwork from the seminar lined the main hallway for children to view and discuss. Seminars in classrooms centered on poetry as text. Each child in grades kindergarten to sixth wrote a poem that was included in a school anthology. One classroom of children collated the anthology so that all of Brentmoor's poets and staff received their personal copy of the 500 distributed. Children eagerly asked each other to autograph their anthology by the poem they had written. Visiting poet Sarah Holbrook highlighted an assembly where poetry was shared and discussed. The planning, implementation, and conclusion of this schoolwide theme illustrated Paideia teaching and learning in the areas of didactic instruction, coaching and Socratic seminar. After five years of evolution in the components of the Paideia program and principles, Poetry in Motion showcased what Brentmoor parents, staff, and students worked so hard to achieve.

The Transforming Learning Communities case study played an important part in the last year of Venture Capital to reflect on five years of work in making Brentmoor a Paideia school. Eighty-one percent of the teaching staff participated in classroom observations and interviews conducted by the case study team. Because of the in-depth study, specific areas emerged where the Brentmoor community needs to focus its efforts to continue the reform model. The case study offered the opportunity for staff to reflect on — rather than evaluate using state standards — the Paideia principles as applied to Brentmoor Elementary School.

Chapter Five



Squares: Stories of Change

The patchwork squares represent changes in the school structure — its governance and daily life, its special events, and classroom routines. The case team decided to present a variety of squares. Several squares are sprinkled throughout the case study as illustrations of the particulars of change — the Paideia principles, a student seminar, a parent seminar, and the Fine Arts Impact Team at work. These particular squares are presented as patches within the text that provide highlights and examples of the stories we tell about Brentmoor. Here, we present two squares that represent changes in how decisions were made, in the boardrooms and corridors, and in how children were taught in the classroom.



In the Boardrooms and Corridors

Creating a patchwork square of the process of change in the *boardrooms and corridors* where decisions are made requires attention to the complexity of restructuring — the dilemmas and contradictions, and the personal and interpersonal dimensions of change. In particular, the Brentmoor community experienced important changes in decision making, collaborating, involving parents, and growing professionally. Throughout the process of change, the loftiness of the batting that gives depth to the quilt varied as individual and group enthusiasm about and commitment to Paideia rose and fell.

Prior to Venture Capital, Brentmoor experienced more discipline problems, less parental involvement, more principal control, and less satisfactory faculty development activities. Before becoming a Paideia school, continual student discipline problems, teacher “turfism” and isolation, and rigid time blocks for instruction characterized the Brentmoor landscape that was tightly controlled by George, the principal. The school accepted the autocratic governance system, with George handing down decisions to teachers, parents, and students. Teachers expressed concern that parents and other community members ignored the daily life of their school. On the other hand, parents expressed a concern that they were not welcomed in Brentmoor classrooms. One parent described a wall between teachers and parents. While creating a vision statement in a seminar, she asked teachers to find ways to bridge that gap. Teachers felt district-level staff development was unresponsive to their needs. When a few teachers did attend staff development workshops, they rarely shared their experiences with their colleagues.

Decision Making

The story of how decisions were made at Brentmoor changed over five years.

Staff meetings just did a complete about-face. The staff meetings used to be [the principal] standing, lecturing, and telling us what we were going to do, what was going on, and we took notes. It has been becoming more interactive: him listening to some of our ideas and sharing ideas. — A teacher

During the 1997-98 school year, the staff meetings moved from the library — where the principal directed the show — to teachers' classrooms, where teachers developed the agenda, expressed their opinions, and voted on important issues such as how grant moneys were spent, how to focus school-wide curriculum, and staffing needs for the next year. A committee structure replaced the principal's unilateral decision-making authority. Anyone could be on any committee he or she chose.

Teachers who had previously remained silent began to speak out in the decision-making process. "I saw this as my window or my time. And, even at the risk of irritating and annoying people and causing friction, I was going to voice my belief and how I saw things," one teacher said about her new participatory role in the school's reform. Another teacher expressed concern about speaking her mind, however:

Another problem with our staff meetings [is that] if you say something, those who don't agree know what side you are on. And, then, there are bad feelings. When my opinions are different from theirs, they know it, and they treat me different. They won't say "hi" to me in the halls, silly things like that. That affects how things go for me during the school day. To me it's better to be safe and quiet. — A teacher

Thus, while creating opportunities for participatory decision making, implementing Paideia principles left some teachers feeling vulnerable rather than empowered.

In accordance with Paideia principles, the staff developed a decision-making structure that currently includes nine committees focusing on schoolwide decisions and activities, fine arts instruction, school-wide thematic curriculum, scheduling, staff development, hiring new staff members, parent seminars, public relations, and web page construction. The new principal established an additional committee to handle building-level, day-to-day problems. This additional committee, the Principal-Led Team structure, represents a philosophy that is different from the Paideia approach.

The Steering Committee serves as the central clearinghouse, receiving regular reports from each of the other committees — the Fine Arts Impact Team, Theme Committee, Scheduling Committee, Staff Development Committee, Hiring Committee, Parent Seminar Committee, Public Relations Committee, and Web Page Construction Committee. Each committee addresses specific concerns and issues represented by its title, planning appropriate activities and making decisions that impact the Brentmoor community. Committee meetings are lively conversations about principles, accomplishments, goals, and dreams. (See Square 4.)

*Square 4***Steering Committee Meeting**

On February 5, 1998, the Paideia Steering Committee met to have their monthly meeting in the library at 3:20 p.m. The principal waited until six teachers and a parent were settled to begin the meeting with his typed agenda. He introduced the first item, the prospect of recruiting a business partner to help finance Paideia expenses when Venture Capital funding ends at the end of the year. The next item: asking all committees to revise their role and functions.

After perusing the proposed agenda, one of the teachers said she would like to see the Steering Committee's monthly agenda be set at the end of each meeting by all the members, rather than by the principal only. "I'm glad you brought this concern to the table," another teacher said. "How about taking a vote on it; and if we get a majority, let's be sure to set next meeting's agenda before we leave tonight." Affirmative votes were cast to pass this action.

Another teacher asked, "How about beginning future Steering Committee meetings with a brief report from each of the Paideia committees to update the Steering Committee on that committee's progress." While pleased that the Steering Committee requested that each committee revise its role and functions to represent its current operating procedure, she wanted to do something to make the committees more accountable, more productive. Everyone supported this proposal. The committee discussed recruiting a business partner. Then it defined a need for a mentoring committee to support new staff members and new parents in the Paideia program. One teacher suggested a staff survey to determine support for the new committees. Would teachers serve on them? A teacher volunteered to make up and distribute the staff survey. The parent suggested that parents be invited to serve on both of these new committees and that students serve as building hosts or guides to new parents. The principal asked the parent to create a parent and student survey and to recruit volunteers. She readily agreed. She also mentioned the name of several local businesses which might be approached by the new committee. The parent suggested that a Steering Committee representative attend Parent Teacher Organization meetings to update parents on the progress of the committee. She suggested Brentmoor be represented at the Great Lakes Mall with displays of student projects and/or writings. "Exposure at the community level needs to increase," she said. In the next day's staff newsletter, the principal said he would ask committee chairpersons to hand in revised role and functions to him.

For the first time, the committee members set the agenda for the next meeting.

Several committees embody Paideia principles and practices. For instance, the FAIT and the Theme Committee work in concert with all Brentmoor teachers to create two annual, schoolwide thematic

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units. While the Theme Committee determines the focus of these units, the FAIT (composed mostly of the art, music, and physical education teachers) works with classroom teachers to align grade-level curricula across the arts and around a central theme. The FAIT plans schoolwide and grade-level events that integrate core content with the arts and movement content. Generally, these thematic units culminate in a creative grade-level or schoolwide production.

For instance, in 1996, the FAIT and the other Brentmoor teachers collaborated to produce Operation Stargate, an open-house activity that demonstrated the integration of fine arts and social studies across the curriculum. The statement "Like the stone of life, cast into the water of time, each of us has a ripple effect on the destiny of humanity," framed thematic units at each grade level. The culminating activity of each unit was the students' transforming their classrooms into showcases of what they had learned about their themes. At the open house, parents and other community members traveled through the school, from grade level to grade level, discovering what students had learned and experienced during their thematic explorations.

Operation Stargate wove threads of collaboration into the change story. Parents recall the event as one which welcomed them to the school and gave them a sense of their children's accomplishments. Teachers recall the event as the catalyst for the Theme Committee and Scheduling Committee. Operation Stargate resulted from reforming the school schedule and shifting teachers' classrooms to allow for grade-level team planning and integrating the arts and movement into the core curriculum. This event reflected the impact of the Theme Committee and its collaborative efforts with staff to integrate curriculum around two themes each year. With the FAIT's assistance, grade-level teams integrate their curriculum around themes such as Time, Poetry in Motion, and Spirit of '76.

At the conclusion of one thematic unit, a teacher said,

Well, the FAIT project is rapidly coming to an end. I'm really looking forward to our program on March 27. I know it will be just fine — even great. The past couple of months have been a real growth experience for me — sometimes painful. I've really learned a lot, especially about curricular integration and how my teaching area can relate to the whole process. In some ways, I feel like I have been taking a graduate class for the past several months. Overall, it all has been good for me not only to experience the integrated approach to various disciplines, but to have to work and get along with other professionals in a team-teaching environment.

Thus, collaboration and decision making became vehicles for professional development.

The work of the FAIT, Theme Committee, and Scheduling Committee exemplifies Brentmoor's commitment to collaboration and professional development. These committees emerged in response to teachers' renewed interest in team planning, team teaching, and integrating the arts and movement curriculum into the core. To explore and realize these interests, the Brentmoor community began collaborating in new ways, supported by new structures for team teaching and integrating curriculum around themes.

Collaborating

Teachers explained how choosing Paideia as a restructuring model and taking part in the training became catalysts for collaboration. As a result of the community's initiation into Paideia through national training sessions and conferences, block scheduling and the FAIT were established, sustaining the team spirit that emerged at these events. In the fall of 1994, art, music, and physical education were scheduled for a two-and-one-half-hour time period each week. This provided a block of time for each grade-level team to plan an integrated educational experience for students while students enjoyed art, music, and physical education activities that related to their regular class curriculum.

"Everyone really pulled together to put some very elaborate projects together that were well received by our community, as well as by our staff," a teacher said, describing the changes in the ways in which adults worked together at Brentmoor. Another teacher said:

You are seeing a lot more staff collaboration in a big way, an exciting way. You are seeing a big change where we value one another professionally and the expertise and experience that we have acquired. I think the neatest thing about the teacher collaboration is that you see people able to lock into what they do best, putting it on the table and sharing it.

But not everyone collaborated, as one teacher explained.

My grade-level colleagues seem to keep to themselves. I am doing my own thing. I feel really isolated because there isn't a lot of sharing going on.

Collaboration prompted teachers' professional growth.

Oh, I have changed in a lot of ways. I was a loner, always was, and now I'm a team player. That is exciting for me. I wouldn't think of doing anything on my own anymore.

—A teacher

Involving Parents

Parents speak very differently about Brentmoor and their children before and after becoming a Paideia school. Several parents explained that before Paideia they were not welcomed into the classrooms and knew very little about what went on within the school. When they were invited to their first parent seminar, several hesitated because they felt uncomfortable about performing in the school setting. They explained that they felt uncomfortable when speaking in a group; they especially felt insecure about speaking in school. They just wanted to help out and provide support to the teacher in her classroom. When the Venture Capital Grant writing began, however, several parents were immediately involved in the process and invited to participate in summer training sessions. Several parents went to North Carolina for training. Over time, these parents became more involved in envisioning and developing the Brentmoor community. They participated on the Steering Committee, the FAIT, and Parent

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Seminar Committee, coaxing other parents to get involved. Within a year, community members looked forward to and attended the parent seminars in increasing numbers. Parent seminars are talked about throughout the community and anticipated by parents, students, and teachers.

At a recent meeting, several parents discussed the long-term effects of Paideia practices on their children. They did not understand seminars at first. "What kind of ritual is this [that] they are going to do with our kids?" they would ask. Soon, however, parents noticed their children changing as they participated in seminars. One parent said that, in seminars, her daughter learned to speak "without being afraid" to give the wrong answers. Another explained that her son provided more detail in his conversations and spoke up more often after participating in seminars for one year. Yet another parent explained that by being in seminars, her son was "coming out of his shell . . . confident." "Seminar makes kids comfortable in their own skin," one parent said.

As Brentmoor became a Paideia school, parents found new roles for themselves in the school. While they sometimes observed classroom seminars, they began taking more active roles, providing critiques and suggestions to the teachers, planning parent seminars, and coaching children as they developed classroom projects.

With increased participation on school committees, in classrooms, and in their own seminars, parents have learned a great deal about their children's education. They understand and appreciate seminars, integration of content, and coaching. "The most drastic change at Brentmoor," one parent believed, "has been more hands-on activities." Others claimed that learning to think and speak out was the most important change. "Kids learn to think at every level," one parent offered. "The teachers know their students better" since participating in Paideia activities, another parent noted. Further, the parents were pleased that the teachers worked together both with the FAIT and with other grade-level teachers. These innovations, the parents agreed, better prepared their children for middle school, "where these kids are being asked to produce and be leaders on team projects."

Growing Professionally and Changing Roles

Each year except the last, most of the school's Venture Capital Grant was used to send community members to national Paideia conferences and training sessions. Over and again, Brentmoor teachers attributed the enthusiasm for and impact of their change efforts to these staff-development activities.

We want to be involved. We want to be treated as professionals. After all, we have the education, the experience, and training to be a big part of change, not only with what is happening with the children, but what is happening professionally to ourselves — whether it be staff development, whether it be collaborating, or whether it be celebrating our successes. —
A teacher

This teacher's voice was echoed by others who cherished participating both in school-level change efforts and in national conferences and training activities.

To become a Paideia school, members of the community participated in national training sessions and conferences. Reflecting on the team spirit that emerged as the community learned about Paideia together, one teacher said:

Everybody was given the opportunity to go. Parents attended with us. The principal went both times; we all went for a four-day period. We went to training, had dinners together, laughed together.

Other teachers claimed they "felt professional" to be able to present at national conferences, stay in nice hotels, and be seen as an expert by peers attending their sessions. As a result of their participation in the reform process, several teachers found themselves growing professionally and personally. One teacher reflected on her own metamorphosis.

I think I was always afraid to speak my mind. I think I'm an entirely different person than I was then. When I got involved in this, it really gave me a lot of confidence in myself. I really have to credit my principal with that, because I would never have dreamed that I could be involved. Interviewing with the superintendent, being able to sit at a table and speak with a team of three people — he was sitting there, listening to what I had to say. We had to present our model at a board meeting which was televised. When a board member who was very opposed to Paideia challenged something, I couldn't believe that I was the person who got up and gave her a pretty good response. To think that I was able to do that was pretty remarkable! — A teacher

This sentiment reflects that of many Brentmoor teachers who attributed their most significant changes to the enthusiasm and respect fostered by their participation in national conferences. However, not all teachers participated in the change effort with the same enthusiasm and effort.

To address growing concerns about everyone being "on board," the principal, with the approval of the Steering Committee, asked the National Paideia Center to provide a "critical friend," to Brentmoor. The consultant spent three days in the spring of 1996 meeting with the Steering Committee and staff members. He recommended that all committees formally record their roles and functions, and suggested that the Steering Committee sponsor a monthly newsletter. The newsletter would provide a record of committee meetings and a celebration of restructuring success stories. The critical friend also recommended that Brentmoor incorporate study groups into its new structures. He stressed the importance of study groups as a means for the community to reflect upon the business of change and to initiate alternate plans and/or ideas when a dilemma or a problem surfaced. The critical friend facilitated a seminar for parents and staff to revisit the Paideia principles, leading them towards creating a shared vision to guide their reform efforts.

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At this time, the critical friend recommended that the Brentmoor community participate in a seminar to develop a clear vision/mission statement. In the presence of several Steering Committee members, the critical friend recommended the principal be absent from this seminar. It was time for George to get off his "autocratic-principal paradigm," the critical friend told the principal. "Let the staff take complete ownership of this restructuring endeavor." Some staff members, whom George called the "saboteurs," viewed George's presence as a threat. One faculty member explained:

The reluctance came from people to share their own ideas because of the critical analysis from the saboteurs. And this came out very clearly when our critical friend came and spent two to three days with us. He sent a memo saying that you're at a very critical point. The staff needs to take charge, to control their destiny, or it's going to be a "has been."

On the last day of school, the staff and parents met to create their vision/mission statement following formal seminar rules. Despite the advice of the consultant, George did attend.

In response to the critical friend's advice, the committees submitted revised roles and functions for the Steering Committee and community to review. Some committees and faculty members, however, resisted the idea of creating a newsletter and participating in study groups. The Theme Committee and the Parent Seminar Committee were the only groups to submit minutes for inclusion in the newsletter. And, despite some initial efforts, study groups never met.

The commitment levels in the Brentmoor learning community remained fairly static. Those "on board" when the vision statement was written generally stayed on board. The strong committees that met regularly, scheduled events, and made decisions became stronger, and the weak committees, which rarely met or scheduled activities, remained weak in influencing the change process. Many teachers within the community recognized a division among teachers as "on board" and "not on board," as labeled by the principal.

Some teachers attribute this division to George, who was experiencing his own identity crisis in the role of principal, evolving from an autocrat to a participant. He explained:

In '93 with the advent of Venture Capital, I didn't want to make any decisions. In my research, you get more power by giving power away, so I didn't control anybody. If you wanted to do seminars, you could talk to your committee head. Or you could find out who was going to a workshop and then Staff Development Committee made that decision. If you wanted to present at a national conference, you wrote up your proposal and gave it to Terry Roberts at the National Paideia Center, who selected the ones he thought would be best. Allocation of funds? There was never any allocation of funds. When the money ran out, it ran out, but we never ran out. We always had \$10 to \$11,000 left from each year. In other words, it was done by committee, by choice. I didn't make the decisions on staffing. It was done by the Interview Committee. — George

This form of decision making was quite different from what George had learned in his graduate program at Cleveland State University. "My training was from Cleveland State," he said. "Cleveland State was 'my way or the highway.'" As he read the literature and explored alternative methods to shared decision making, George learned.

*I found out that you don't have the wherewithal or the capability to make every decision.
You have so many things that you are doing that are external — daily instructions in classrooms
— that there's a better way to make the decisions. The teacher ought to make it. — George*

As alluded to by Brentmoor's critical friend, reflection was a key component to the change process. The Steering Committee, the FAIT, the Parent Seminar Committee, and the Theme Committee remained productive, perhaps because they reflected upon how they achieved their goals and which changes would bring about better results. Minutes from these meetings confirm that dialogue and reflection are crucial to effective change. During the last year, several committees spent time reflecting upon the change process, revising their roles, and framing their activities around Paideia principles. For example, a Steering Committee discussion led to a professional seminar in which the staff discussed Paideia. The Parent Seminar Committee explored diverse topics and ways to involve more faculty and parents in each seminar.

As Brentmoor's story unfolded, everyone seemed to experience changes in roles. The principals struggled with shared leadership, teachers participated vigorously in the decision-making process, parents joined in creating a shared vision about their children's education, and students interacted in new ways to learn and grow. All of this was mirrored in the classroom, where children engaged in more dialogue, inquiry, and reflection than before.



In the Classroom

The various components of the quilt are brought together in the classroom, like a quilting bee. The quilting bee is a series of events through which meaning is given to the process. The beauty of the individual patches and how they will complement one another is not totally known until they are brought together. This is similar to the theory of Paideia: How each of the principles looks in theory cannot be fully appreciated until classroom practice is observed. The quilting bee is the opportunity to experience theory in practice, the connecting of the patches.

It will be evident within this discussion that individuals view change differently. At the quilting bee, people come together with a variety of patches which reflect what is seen by each as beautiful and worthy of inclusion in the quilt. The same applies to the school community. Each person comes with a set of beliefs about what is good for children, what a school should be, and what his or her role is as an educator. There may be some general consensus by grade level, gender, years of experience, or subject matter but, in the end, the way an individual defines change is just that: individual.

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It is important to uncover the classroom teacher's view of the school prior to change in order to truly understand and situate his or her position on the change. In other words, one's opinion on the state of the change is heavily influenced by whether or not one saw a need for change in the first place. Further, if the teacher saw a need for change, whether or not the appropriate path was taken in the first place will influence how that individual responds to the change at hand. One teacher states that it is human nature to get locked into paradigm ruts, but a paradigm shift has been taking place at Brentmoor.

All of the above is influenced by who the teacher is, first as a person and then as a professional. All of this will determine how a particular classroom is influenced by change. One teacher shares her view on the change in classrooms at Brentmoor.

I think that when you walk into classrooms, you would see a different classroom. As I said before, you're going to see children working with other students. You're going to see more coaching activities. You walk in and you'd see a seminar. You wouldn't have seen that five years ago. You would probably see much more integration into the subject areas. I think the reason this has probably occurred is due to our Venture Capital Grant. I think our total focus in the classroom and with our school did a complete change, a complete transformation. It was referred to as Brentmoor: a Paideia community. — A teacher

There were several classroom scenarios observed — children in a regular class setting, children in seminar, and children in class meetings. The very existence of the two latter categories speaks to the change which has occurred at Brentmoor.

Regular Classroom Observations

Change was reflected in different degrees in terms of the classroom — the atmosphere, the curriculum, and the method of teaching. A significant source of this difference in degrees of change is largely dependent upon whether teachers look at Paideia as a project or as a lifestyle change. There was a clear difference in attitude and action between teachers who see Paideia as a project, suggesting a beginning and ending, and those who see it as a way of life, suggesting an ongoing, internalized pedagogical approach.

The Atmosphere (the Physical Space and the Intangibles)

These kinds of observations comprised the majority. Upon entrance into many of the classrooms, the setting is not unlike that of a typical elementary school. The work of the students papers the walls and hangs from the ceilings. The children's work that is displayed in the classrooms reflected what one might see in schools of varying philosophies. In several classrooms, the student work reflects assignments that were completed in nearly the exact same way by every child — handwritten poems, mobiles, holiday-inspired cut-outs colored by children. In other classrooms, one might see projects and portfo-

lios displayed. So in a Paideia school, just like any other, there is diversity in interpretation of the adopted philosophy evident within classrooms.

In terms of the atmosphere, the major changes are more evident in the intangibles than in the physical space. For many teachers, Paideia shifts the paradigm in the building to one of a more democratic nature. Several teachers talked about issues of power in the classroom and how they needed to share some of it with children in order for this new philosophy to really be enacted. This sharing of power has an effect on the climate of the classroom. Some teachers spoke in terms of curricular changes; others spoke of changes in the system of discipline. In a democratic system, students need to take responsibility for their behavior.

When I came on board, there were a lot of things that I have seen, like sometimes teachers yelling at kids in the hall. The whole school would know what that poor kid did, as opposed to those who were doing it in a dignified way. I have seen the dignified way win out. I think restructuring again enabled that. — A staff member

The curriculum itself would reflect change even more so than the atmosphere. The content was fairly traditional. After all, these students would need to pass the state proficiency tests. The most drastic changes in curriculum are related to its structure, the method of delivery, and assessment. Prior to the implementation of Paideia, collaboration among teachers was more the exception than the rule. Since adoption of the Paideia approach, the opposite is true. There is a new structure in place — the Fine Arts Implementation Team — grade-level teachers are located in pods, and the vast majority work as a team and use, to varying degrees, an integrated approach to curriculum. (See Square 5.) Seminar, an important aspect of Paideia, is often named as one of the most striking changes, as it had not existed before. Use of portfolios as an assessment tool (see Square 6) and coaching as a learning tool are other changes that have taken place at Brentmoor. Some teachers had used these approaches prior to Paideia, but speak of the adoption of this approach as an opportunity to fine-tune some of the things they were already doing in their classrooms. Of the committees that were formed as a result of the adoption of Paideia, the one that would certainly impact curriculum was a committee to choose the building themes. Ideally, there would be several each year, reflected in all classrooms in the building.

Square 5

A Touch of Magic

With animated voices, sparkling eyes, and abundant nervous energy, the third graders went about getting their classroom ready for their magic show. Parents, relatives, and friends had been invited to share this event. The children had invested their time and talent in orchestrating every aspect of this culmination project, which was a result of four weeks of work on the subject of magic. They had voted to have the show and unanimously agreed that it should take place on October 31, the day that Harry Houdini had passed away. They had made the decision to make their poster advertisements on the computer instead of on poster board. The third graders even recorded their own voices, introducing their own individual acts as the posters were simultaneously displayed on the Kid Pics Slide Show. Many hours of practice paid off, for they were confident that the show was going to be a success. Timing and pacing of individual acts, along with vocal inflection and projection had gone well when the third graders practiced their show for the second-grade classes. The acts were divided into card tricks, mind readers, and illusionists. Some acts had assistants; others did not. The children had coached one another in the ability to fool the audience in a smooth and calculated way, copying the style of professional magicians by using what is called patter such as: "*Ladies and Gentlemen, I feel the forces of evil at work. But I will not allow these spirits to interfere with my magic. Mongo the Magnificent is a power to be reckoned with. I will crush the evil spirits and astound you with my magic.*" The children even set up the program for their show and typed it on the computer with imported graphics of wizards, playing cards, and magic wands.

One could easily sense the spirit of teamwork and the sense of student ownership involved in this undertaking just by looking around the classroom, where individual work samples were on display of integrated projects — a bulletin board of how-to writings. One student wrote on how to play hide and go-seek; another on how to swing a baseball bat. Many illustrated phases of their "how-to" directions for readers to see. Another wall display had an illustrated timeline of the life of Harry Houdini, with bold captions highlighting important events in his life. A bound book filled with partner biographies was on a table at the entrance of the classroom. The table that the magic was to be performed on had a skirt of black velvet material draped around it, accented with yellow wizard hats made by the children. The classroom teacher would also entertain the audience with her act as a mind-reader, but this was later on in the production, at the request of the students who wanted her to be a part of the show. The students donned their original and colorful homemade costumes. The TV screen displayed the Welcome to our Third Grade Magic Show slide as parents and relatives took their seats. Lights, camera, action — The principal snapped digital pictures of each act while proud parents and relatives chuckled, applauded, and smiled. Cookies and punch followed the magic show, with children guiding their visitors around the room to view group and individual projects. What a different, delightful, and meaningful way for third graders to celebrate Halloween!

Square 6

Portfolios

The children were seated on the floor beside their partners with writing work samples spread out and digital pictures of projects from their ocean unit. Work samples included illustrated timelines of the lives of famous ships that sank, such as the Titanic, the Atocha, and the Mary Rose. One student had a timeline on the history of diving. Writing samples were diverse. Some students had chosen to do a diary writing from the perspective of the captain of the Titanic, or a passenger, or a crew member. Other writings were news articles. Some students had written about the sinking of the Titanic; others had chosen to write about the finding of the Titanic. There were articles on the sighting of the Loch Ness Monster and the finding of a Coelacanth, a prehistoric fish. A unique work sample was a narrative of finding a sunken treasure, explaining the find, the salvage, and the restoration process. Some children had treasure maps, which were illustrated on parchment paper that had been dyed to look authentic by soaking it in tea leaves and then ripping and/or folding corners after drying. Digital pictures showed ocean dioramas that had been done with a partner and snapshots of children presenting their news articles to the class. Some presentations had three children in the group: the news anchor, co-anchor, and an eyewitness. There were also sets of index cards secured with rubber bands containing notes on ocean creatures, as well as another set of index cards on which the information from those notes were turned into informative paragraphs about the ocean life chosen for display in the ocean dioramas.

The task at hand was for each student to choose two of his/her best works from these samples for individual classroom portfolios. The teacher passed out a cover form which was to be stapled on the work samples chosen. This form asks for the student rationale for choosing the work sample. The buzz of excitement in the classroom as children discussed which works they thought were their best — and why they thought they were their best — was worth listening to: "Gee, Joey, you really did a great job on your treasure map. I like how it looks so real, and the drawings are so cool!" Another student exclaimed, "We've got to put our diorama picture and the notecards in our portfolios, because it was fun to do. I liked looking up sharks on the computer. Let's divide this stuff up. Can I take the shark cards?" The partner reply was, "But I would like the shark cards because I like sharks, too!" The teacher who had been walking around the room and had overheard this dialogue, stepped over to the students and said, "I think I can help you solve this problem. You have two choices. One of you can take the index card with the notes on sharks, while the other takes the index card with the paragraph on sharks. Or, I can photocopy both so you can each have a copy both items in your portfolios. What do you think you would like to do?" Two heads huddled together to come to an agreement on what they felt was the best solution.

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The method or approach to teaching also reflected major change. Seminar, team teaching, block scheduling, coaching, the absence of competition, large-group reading instruction, and cross-grade-level work are all evidence of the acceptance of the Paideia philosophy on some level. One teacher describes how Paideia has affected her teaching.

My teaching has changed in the respect that I have always liked a lot of student interaction, and I have always worked with teachers that liked children sitting at a desk quiet and working. It has almost given me permission to teach the way I like. — A teacher

Another teacher describes the drastic change in method as it regards teacher collaboration. She states,

You are seeing a lot more staff collaboration in a big way, in an exciting way. At first they were not willing to share all that much when we started the initiative. But now, four years later, we have come to a point where we wouldn't even present a seminar on any of the related integrated materials that we put together for lesson format without collaborating. — A teacher

Seminar

Clearly the pride and joy of many at Brentmoor is seminar. It is spoken of in near-reverent tones. In fact, a decision was made early on that seminars should be conducted on the same day and at the same time so that visitors would be able to observe this method, which is described by teachers as being unique to the elementary setting. As a team, we have concluded that part of the reason for this is the focus placed on the seminar at the initial training experience in North Carolina. The seminar is a means of open discussion which is meant to engage students in critical thought about text chosen by the teacher. (See Square 7.)

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Square 7

Seminar: The Quilt

Opening:

Visual Activity

Seminar leaders throw a quilt on the floor or on a long, low table for all participants to view, posing the following question:

As you look at this quilt, take a moment to think about a quilt that you have, or know of, or know about, and tell the group why it is special to you, or interesting to you.

Core:

Partner Activity (Have a participant volunteer to scribe for the group)

With your partner, think of at least three words that come to your mind when you look at this quilt. Choose a speaker to tell your word or words to the scribe to write down on the chart. (Scribe writes down words as they are shared and then reads the entire list to the main group.)

Which of these words apply to the idea of "community"? Tell why you think so. (Scribe circles the words given in a different color.)

Seminar Leader Read Aloud (Pass out copies of quilt poem, *Quilt*, by Samantha Abeel) Leader reads the poem line by line while participants follow along.

What line or lines in this poem bring about the meaning of community to you, personally? Tell how.

Closing:

Small Group Activity: Create a Brentmoor Community Quilt. (Pass out squares of muslin and markers.) Each team will design a quilt block that reflects their interpretation of "community" to contribute to the quilt. A spokesperson is chosen to share their creation with the main group and explain why they came up with the idea they chose.

Round Robin

Can you think of a name for our quilt? (Scribe writes down responses and group votes for the name of the quilt. The quilt will be displayed in the display case by the office for all members of the Brentmoor community to view.)

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It appears that the value of the seminar differs by grade level, teacher, and student. Ideally, seminars are to be conducted weekly. The actual frequency varies from teacher to teacher. There were seminars observed where the grade-level teachers worked together and the text of the seminar was linked to the work being done outside of seminar. The children were very much engaged and critical discussion took place. It appeared to be a valuable experience for all parties involved.

In other classes, the seminar observed did not appear to hold the interest of all children. There were some students who dominated discussion and others who removed themselves from engagement within moments of the start of the seminar. In one observation, it seemed that the focus of seminar was more on how to do the seminar correctly, rather than the text itself. These were younger children. This class was clearly one in which the seminar was conducted on a regular basis. The teacher confirmed that this was their sixth this year. The children were familiar with the procedure: they did not raise their hands and, interestingly, after several comments, most began sentences with, "I agree with Sally" or "I disagree with John." The teacher took copious notes and interjected into the conversation only when children began making comments that she saw as unrelated to the discussion or when comments became repetitive. At these times, she reminded them to stick with the content of the story and to listen carefully and think about what they plan to say before they said it. Near the end of the seminar, the teacher invited comments from those students who had not had the opportunity or the inclination to speak up to that point. It seemed that she was using her note taking for the purpose for which it was intended — to keep track of who is speaking, to document the kinds of questions asked and responses given. This was not the case in all observations.

In one class, although the seminar was filled with critical inquiry, the teacher, when asked about her notes, responded that she did not know the purpose. This comment seems reflective of a person who is not as invested in the *why* of the Paideia philosophy as in the *what*.

Team Teaching

One observation was of an art/physical education/music class. The mere existence of this combination would reflect the team approach to teaching, which is a result of the adoption of Paideia as an approach to education. The children in this class were being prepared for participation in a bicentennial celebration. This interesting blend of subject matter is something that, according to the accounts of stakeholders at Brentmoor, would not have taken place prior to the adoption of the Paideia program. One teacher felt that the creation of the Fine Arts Impact Team gave credibility to those subject areas (music, art, and physical education). FAIT members have equal input and are no longer seen as peripheral, non-academic teachers. Because of the common planning time that comes with block scheduling, the fine arts team is very much involved with schoolwide themes developed by committee on a semester basis and tied into building goals. Based on this teacher's definition of Paideia — giving students a basic democratic education so that they can become valuable members of a democratic society — the

curriculum with which this teacher is involved has changed in one dramatic way. In an effort to "share some of the democracy with the children," teachers redesigned the curriculum so that students are now able to choose the activities in which they will engage as a class. In previous years, all activities came straight from the curriculum guide.

Interestingly enough, this same teacher says that he is not very aware of what goes on in other classrooms around these building-wide themes. This was in keeping with what a new teacher expressed. This brings us back to the idea of how individual teachers view this change — either as project or philosophy change. This new teacher is a member of a grade-level team that is not as invested in Paideia. This may be why this teacher is not as aware of what is transpiring around Paideia committees, which includes the one that develops the building-wide themes.

Coaching

Coaching is common in many classes. As a teacher went through a language arts lesson, the students worked independently as the teacher circulated the room. The children raised quiet hands, not a requirement in the seminar, but clearly important otherwise, and waited patiently for acknowledgment from the teacher. One girl, after having had her hand up for a while, announced that she was all finished. The teacher confirmed that she had seen each student at least once. The student who had finished was asked by the teacher to help another student. The first thing she did was to erase something on the other student's paper. After another student finished, he was also instructed to help out. The first girl asked if she could help a second student. The teacher reminded the students that helping does not mean giving others answers, but guiding them to find their own answers. There was a low buzz in the room of students helping students. Some students did continue to work independently. One of those students finished and asked if she could help someone. After 20 minutes, only two students were left working alone. The remaining students were instructed to return to their seats as soon as they finished helping.

This teacher seems very comfortable with coaching in the classroom at this point. She expressed concern with its value initially, but seems to have grown into this aspect of Paideia with time and experience.

Even though I like a lot of student interaction, I still worry that if I have another child coaching or they are working together as a team, is that better? Is it OK for them to be doing that, rather than me being up there teaching everything myself? My teaching is definitely changed in that I have a lot of kids working together, helping each other. — A teacher

In each of these examples, the children clearly knew what was expected of them and were comfortable with ways of working together that may have been looked upon negatively in a school where independent learning is valued more highly than student collaboration. (See Square 8.)

Square 8

Coaching — Student Collaboration

For 37 minutes, the third graders sat in a half-moon around the teacher, sharing stories about their families. One child talked about his older brother at the fair; another about how he spent the weekend helping dad. The chatter stopped as the students returned to their regular class seats, set in groups of three or four, facing the teacher. Students knew the routine changed from seminar to direct instruction when they sat at their desks facing the teacher, waiting for her to speak. The teacher waited for silence, then explained the next activity. Students listened attentively. Their animation and voices faded.

As she held up her example of a family mobile, the teacher gave directions for the next class project. Curious, the students played with the circles and rectangles at their desks. These circles and rectangles were just like those hanging from the teacher's mobile. While the students would draw pictures to represent their families, their final products would look much like that of the teacher.

The children worked in triads, brainstorming which images would best represent their families. The students' activities looked like those in any elementary classroom. Suddenly, one student turned to another: "You're better at drawing than I am," she said. "Would you draw a bird for me?" What made this interaction different was that this asking for assistance was okay. In fact, the students and teachers had a name for this request: coaching. One student, recognizing the talent of another, was asking for help — to be coached so that she could complete her task. In exchange, she helped the artist with spelling. Students learned collaboratively, with dignity.

Other, cross-grade-level coaching also takes place. One teacher describes the experiences she affords her class.

They [the older students] come to our room early in the morning, and they help the kids get started. They help them with journal, they answer questions, walk around, help them settle into the morning routine, and then they come back. I have two students that come in at 10 o'clock, and they do reading reinforcement, review or enrichment activities like computer or games, or just reading with the students for 30 minutes. Then, starting in February, we'll do a writers workshop, and I'll have two kids that come in the afternoon... they'll just walk around and help kids brainstorm ideas for writing, and help them with grammar and punctuation, and stuff like that, and just talk to them about their writing. — A teacher

This teacher speaks of having always used coaching. In her case, the adoption of the Paideia philosophy has facilitated an expansion more than a change.

The change reflected in this square of the quilt — the classroom — will almost certainly be maintained with or without Venture Capital funds as philosophy changes go far beyond the limits of money. The varying depths of acceptance of a philosophy will be explored next.



Batting: Varying Depths of Engagement and Change

The batting of the quilt gives it strength and durability; its piles are sometimes worn and thin, sometimes plush and thick. Thus, the batting of the Brentmoor story varied from square to square, year to year, as peoples' energy, enthusiasm, and engagement ebbed and flowed throughout the change process. Teachers continually engaged in professional-development activities, committee decision-making practices, and classroom innovations that challenged their own beliefs about teaching and learning. However, the depth and breadth of their engagement, their enthusiasm, and their commitments sometimes waned. At times, the principal, parents, and teachers characterized each other as "saboteurs," "enthusiasts," "cautious," and "doubters." These labels punctuate the batting of the quilt — its strength and durability.



Varying Depths of Engagement

At different times in the reform process, teachers participated with varying degrees of enthusiasm, commitment, and engagement. One teacher characterized her colleagues as being the enthusiasts, the cautious, or the doubters. She described the enthusiasts as teachers who "jumped right in and set up grade-level meetings to plan and conduct seminars, and to beef up curriculum by writing integrated units and making sure that students had opportunities to engage in creating products that demonstrated learning in innovative and fun-filled ways." To her, the enthusiasts "really bought into" the restructuring model and played key roles in the process of change. The enthusiasts volunteered to chair committees, and "if they didn't volunteer," she said, "they were recruited by the principal who put their abilities to constructive use. He knew how important it was to get the movers and the shakers to start stirring up the pot of change." Many of the enthusiasts were hand-picked by the principal to write the initial Venture Capital Grant.

As change ensued, teachers experienced a sense of disequilibrium that may have frightened some. Even the enthusiasts encountered fear and uncertainty. One teacher, whom many colleagues identified as a "mover and shaker," recalled her first year in the change process:

It was total upheaval after we came back from North Carolina. It was a very distressing time for me. I was as nervous about this as anyone else. I kept saying, "This is going to be fine; this is going to be great for the kids." So people with complaints and fears came to me. It was several months of listening to people complain and be very disgruntled with it. I think the reason that everybody was so unsure was because it really was a difficult process to teach the children how to do seminars. They took a great deal of time. So there was a lot of discussion about what are we going to take out. Then as time went on, teachers became more comfortable with it and everything started to settle down. After the end of the first year, I had mixed feelings. The children weren't doing as well with seminars as I hoped they would. I was also disappointed in some of the teachers who I thought were really good teachers. I thought, "Why are they fighting this so much? Why are they fighting this change?"

— A teacher

Years of experience did not seem to impact whether or not teachers were enthusiasts, cautious, or doubters. In fact, who was labeled what at different points in the change process changed. With respect to the varying degrees of teachers' participation, one teacher noted that years of experience did not deter teachers from being actively involved.

I don't think everyone is involved in Paideia in the same way. I don't want to say it's because they are older and have been around longer; a lot of older teachers are totally into it, and they participate in seminars — they're holding weekly seminars; they go to the parent seminars at night; they participate on committees and things. But, there are some other people [for whom Paideia is] just not the way they want to do things. They may have taken bits and pieces of the Paideia model, but some things don't appeal to them. — A teacher

This suggests that some teachers did not embrace the Paideia principles and decided not to adopt the innovations associated with the chosen reform. Some teachers choose not to collaborate.

We expect the students to collaborate a lot and often, but I don't see it mirrored with the staff as much as I think would be necessary. If everybody had input, even to a small extent, it would work so much better. — A teacher

While the committee structure provided a means for shared decision making, not all teachers participated in the process. Teachers served on varying numbers of committees and attended varying numbers of meetings. One teacher reported:

You see a lot of committees, although I think a lot of them aren't well attended. They are there. Sometimes you may have two people at a committee. I think there's an effort to work collaboratively by many, but not by all. When you see meetings repeatedly attended by the same few, you see the loopholes that are there.

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One teacher explained that the tentative nature of her colleagues' beliefs in the Paideia principles impacted how and for how long they implemented Paideia practices in their classrooms.

You have some that totally believe in all the tenets that are there. You have some that say, "Yeah, I like what it does." You have the ones on the fringes. They will give you great lip service. And the question comes up, mostly from other teachers or parents saying, "How come they aren't doing what they did last year?" And, I guess that's always going to be there. — A teacher

The concern that some teachers were not involved permeated many conversations and events at Brentmoor during the change process.

Early on, the principal invited selected teachers and parents to get involved. Because the application process for Venture Capital funds required schoolwide approval and community-wide participation, changing to become a Paideia school became a community effort. During the first year, George made many public statements about those teachers who were not as enthusiastic as others about the change process. He said, "Some just aren't on board," which teachers explained meant "reluctant," "bad," or "troublesome." Midway into the effort, George labeled a new set of teachers "saboteurs." These were teachers who questioned the process, reluctantly implemented Paideia practices, or refused to participate. In particular, the saboteurs were teachers who "chose to do as little as possible," if they even chose to serve on a committee. The saboteurs were those who, according to one teacher, "were giving 'lip service' to the cause." "Why weren't they taking ownership for the things that were going on?" their colleagues wondered.

Interestingly, the term "saboteur" became part of the school jargon when a trainer from the National Paideia Center explained the notion of "implementation dip" in a session attended by several Brentmoor staff members at the Third National Paideia Conference. The trainer explained that the implementation dip was a crucial stage in the change process, when saboteurs must "be reckoned with." Thus, when George returned from the conference, he reckoned with the saboteurs at a faculty meeting — publicly labeling at least one faculty member and alluding to other teachers who were skeptical or slower to adopt the Paideia practices. Labeling had a deleterious effect on change efforts, according to one teacher.

The labeling that was going on wasn't supportive to those who weren't sure about their roles in the change process. To be very honest, I think it was detrimental. There were complaints and some verbal confrontations between people. The lukewarm teachers were even less willing to collaborate. — A teacher

The concern about who engages in Paideia practices and who participates in the decision-making process continues. Several teachers expressed the concern that some colleagues were "willing to go the extra mile and others were not." Recently, one parent expressed her concern about "certain teach-

ers who are not openly resistant." According to the parent, one grade-level team rarely scheduled seminars or other Paideia practices in the classroom. The parent's concerns were echoed by another parent whose child would be moving to another grade next year — perhaps to the team that did not schedule seminars. Some teachers did not provide descriptions of their own beliefs or settings.

The waning levels of commitment and enthusiasm can be traced to key points in the change process — participation in national conferences and training sessions that inspired faculty and parents to move in new directions, suggestions from a "critical friend" to document and revisit the goals of the change efforts, and the involvement of the school in writing this case study. The research process raised new questions and prompted new conversations.



Changing Through Case Study

As three teachers from the school shaped and developed this case study, they recognized inconsistencies and weaknesses apparent in their analysis of the data. They used questions raised and findings discussed during case-study meetings to guide their participation in schoolwide decision making. For instance, as the Steering Committee reviewed the previous year's accomplishments for a required report on grant activities for the state, case-study team members questioned indicators of success. At one time during the implementation of this case study, the Steering Committee recommended trimming the goals and success indicators to reflect a more realistic and measurable means of evaluating the effectiveness of change. Remembering their discussion of the need to reflect upon the Paideia principles, case team members requested that the Steering Committee revisit the principles. They asked the Steering Committee to explore ways in which teachers applied the principles on a daily basis so that "we are really walking our talk." As a result, the Steering Committee recommended that a staff seminar replace the next scheduled staff meeting.

At the seminar, staff members recalled the principles and ways in which they implemented them in their classrooms. Several teachers commented that the seminar was "the most successful meeting" of the year and "how refreshing it was to dialogue in a seminar as a participant." As a result of their meaningful experience in an adult seminar, several teachers renewed their use of this instructional tool in their classrooms.

Enthusiastic about and inspired by the case study, case team members sought new ways to inspire unity and strength to support the change effort. As Steering Committee members, they inspired the revision and publication of committees' roles and functions, the recording and sharing of committee meetings and activities, and the survey of the faculty, and the establishment of two new committees.

The Steering Committee fostered a renewed commitment to committee work, meeting with committees, and requesting documentation and discussion to rekindle reform activities. After meeting with the Steering Committee, the Public Relations Committee recruited new members and reviewed its goals and timelines, and revised them to be more realistic.

Next, the Steering Committee circulated a survey to all faculty, requesting the approval of two new committees and the recruitment of new committee members. As a result, Brentmoor established a Training Committee and a Business Partnership Committee. The Training Committee will coach new teachers, parents, and community members to understand the Paideia principles, and participate in and facilitate Paideia practices. The Business Partnership Committee will seek business support for staff development and continued reform activities in the classroom and the community.

To reflect on achievements and shortcomings and maintain accountability, each committee was asked to formally record and share its decisions and activities. The Steering Committee provided each committee with a binder, including dividers for minutes, role and function statement, and reflections. The binders would be reviewed and archived by the Steering Committee.

The principal recommended two important changes in staff meetings. First, meetings moved to individual teachers' classrooms instead of the library. Second, every meeting began with a round-robin discussion in which teachers share a Paideia activity from their classrooms. By implementing these changes, the Steering Committee hoped to stimulate pride, celebrate successes, and keep the Paideia principles at the forefront of teacher's thoughts and actions. As a result, corridor dialogue about classroom practice was reviewed. Thus, the case study has been used to promote the professional development of the Brentmoor learning community, promoting collaborative, cohesive efforts for change.

As the case study progressed, the case team asked, "Where are the students participating in the change process?" An analysis of the data revealed that although several teachers tried to include students in schoolwide decision making, their efforts were sometimes thwarted. One teacher believed that students were not welcomed on committees:

Somebody would say — whoever was in charge of that committee, "This is not the place for a kid." Or, "Kids don't belong on this committee because we are making decisions about the school." If you think about it, that really doesn't make sense, because we wouldn't be here if they weren't here. The school is for them. — A teacher

While the new principal expressed concerns about student participation in making decisions, no changes occurred. In response to these findings, case team members prompted the Steering Committee to explore ways to include students and more community members in committee work. The Steering Committee recommended that students participate on the Fine Arts Impact Team, Theme Committee, and Parent Seminar Committee. While parents already participate on several committees, the Steering Committee recommended that parents be asked to chair several committees to take a stronger leadership role in the learning community.

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Research became development as the case study evolved and findings were shared informally through committee dialogues, interviews, and case team discussions. Case team members began nudging faculty and staff to reflect upon the Paideia principles.

...When we were revisiting the principles, [a] case team member asked us as a staff — and she really pushed this — she said, "We're not seminaring as teachers, as professionals. There's no mirror image here." The case study is what brings about this kind of reflection and thinking. So, she made an appeal to the staff. She went to Tim and she said, "No agenda, nothing. You just attend with us." And it was really a very successful experience. Everyone felt refreshed. We still need to do some gentle nudging. In the leadership position, you begin to realize where you need and how you need to do the gentle nudging.
— A case team member

In effect, the case study refurbished the batting, infusing new energy and sustained commitment to the change efforts.

Chapter Eight**Quilting: Threads of Change**

Quilting highlights the meaning of the squares that comprise a patchwork quilt. The case team carefully examined the stories of change they observed, heard, and created. Embedded in the fabric of this quilt, they found the following threads of change: *principals or principles* and *e-value-ation*. These themes represent the community's struggles with changes in principals and principles, in teaching and learning, in shared and dissonant values, and in the systemic contexts of schooling.

**Principals or Principles**

Throughout the Brentmoor quilt, one finds images of figures and ideas that shaped the changes that occurred at Brentmoor Elementary. Two bright threads include the former principal, George ("Just call me George," he tells anyone but students as they enter the school), and the new principal, Tim. Muted threads highlight the principles, believed, valued, and enacted by teachers, parents, administrators, and Paideia trainers. Which colors come to the fore — the bright principals or the muted principles — is subjective, relying solely on the interpretation of those individuals involved with the story: the participants, the observers, or the storytellers. Regardless of who tells the story, the brightest, most prominent thread in the quilt is George.

"Charismatic" and "powerful" are two words Brentmoor community members most frequently use to describe George. The context in which they use these descriptors tell very different stories about George as a principal, as a leader. For instance, charismatic means "engaging," "caring," "provocative," or "fatherly" to some Brentmoor teachers and parents, while it means "manipulative" to others. Similarly, powerful means "binding" and "empowering" to many community members, "divisive" and "demeaning" to others. For the most part, teachers and parents seemed entranced by George.

When the university researchers interviewed him at his home (where much of the community building occurred), George received a telephone call announcing the arrival of his first grandchild. This was not a significant event to the university researchers until we returned to the school and were soon surrounded by a bevy of classroom teachers. "What did he say?" "How did he act?" "Wasn't he won-

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derful?" they asked with obvious affection for George. Their warmth and admiration contrasted with the distance and silence of some community members who had been labeled by George as, "not on the ship." These folks avoided research interviews and observations. Thus, charismatic and powerful can mean engaging and fatherly, and manipulative and divisive, at the same time.

Some people speculated that upon George's retirement, the board would hire someone more in tune with its goals and beliefs, and less a "maverick," as George called himself and was known. George challenged the board's principles. In accordance with Paideia principles fostering collaboration rather than competition, and with George's leadership, Brentmoor recommended not one, but many, spellers from its school to the annual district spelling bee in 1995. Intentionally, the school chose a reform path different from all others pursued in the district. Both acts were empowering to many teachers and parents, but implicitly divisive to other community members.

Tim experienced his own conflict between autocracy and site-based management. While he asked the faculty to make the final decision about how grant moneys ought be spent, he maintained his authority over certain decisions.

The decision to give each teacher a specific allotment of money was based on a staff meeting where a teacher suggested it and the majority of the staff agreed. So I have tried to go to more site-based decision making. All decisions that are made, I feel I reserve the right to make them in my position, which is like in any organization — things like curricular issues that come across my desk that are directives from my superior; things I have initiated on my own. If I felt there were needs [about technology use], I didn't really consult with the staff due to my background in technology. — Tim (current Brentmoor principal)

Some teachers viewed Tim's ambiguity as contrary to the beliefs inherent in being a Paideia school:

I think the principal is still in charge. As a Paideia school, I feel that it was supposed to be everyone is a professional — we are all equal, we are all in this together. The principal is supposed to be acting more as a guide, making sure the things we decide on get done, but not really telling us what's going to be done. I don't think that is happening yet, and when George was here, I don't think it was happening then either. There is still that top-down approach, even though that is not the Paideia way. — A teacher

Also known as the paradox of the great man or great ideas, Brentmoor's paradox involves choices in leaders and actions that are counterintuitive to the principles upon which the school's change process was founded. On one hand, the paradox involves the great man at the helm — the principal; on the other hand, the paradox involves the Paideia principles embraced by the community. George, while thoroughly sold on and evangelical about the Paideia project, publicly labeled some community members as saboteurs because they did not enthusiastically implement Paideia rituals and routines like class seminars, coaching, and didactic teaching. "Were such practices democratic?" the storytellers asked as

they reviewed the data. "Did calling faculty members 'saboteurs' promote the inquiry and collaboration so valued by Paideia?" they wondered.

While he participated in Paideia training sessions before the school year began, Tim was not as strongly enculturated into the Paideia culture of Brentmoor. Through his graduate training and new teacher induction, he was strongly enculturated in his administrative role. At first, Tim talked about Paideia as if it were a project that would soon end. He actively promoted his agenda, which mirrored district goals for more technology use and inclusion.

Venture Capital funds to support Paideia were used to promote two sets of principles. The faculty voted to equally distribute most of the grant funds among the staff for Paideia-related staff development and materials — "Paideia pictures or Paideia books," one faculty member said as the decision was being made. "Anything can be Paideia." Following up on a partnership forged by George, Tim set aside a portion of the grant moneys to pay for a faculty visit to a distant yet neighboring elementary school. The principal's decision to use project funds to support efforts to develop technology use presented a paradox in principles. "Well, he's the principal," one teacher said. "He can make those decisions." Yet another wondered, "Why were we spending \$5,000 for teachers at another school to tell us about what we're already doing?"

Tim developed a relationship with the neighboring principal, hoping that the Brentmoor teachers would form a partnership in which they would learn more about technology use. The principal based his plan on his desire to explore creative uses of technology. But some Brentmoor faculty did not feel they could learn a great deal from their new partners and expressed their dissatisfaction to partnering teachers during their visit. The partnership failed. Principals or principles?

In either case, towards the end of his first year at Brentmoor, Tim began asking more and more detailed questions about Paideia — the seminars, the coaching, the inquiry. He lent more and more support to the efforts of the case team, welcoming the university researchers, planning a parent focus group, and offering to finance professional days for writing the study. He prompted teachers to create ways to mentor new faculty members to understand Paideia and continue the seminars. As the case study unfolded with questions to teachers and parents about the Paideia principles, a renewed effort to engage in public seminars and to revive and implement their reform-based committee structure edged the community to revisit the beliefs about teaching, learning, and children that led them to Paideia. The case study itself became a tool for change.



E-value-ation

When the case team began its work at the school, interviewing and observing teachers, and gathering the historical documents, teachers remained skeptical about the nature of the case study. "Would we tell the teachers' stories?" we were asked. "Will they be positive?" teachers inquired. "Will they be

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evaluating us?" they wondered. Again and again, case team members assured each other and the teachers that they would make every attempt to tell the story as the teachers would tell it and try to tell as many of the stories as were shared. Several case team meetings focused on how to hear those stories and how to describe rather than evaluate the process of change. On several occasions, when the university researchers observed classrooms, the teachers asked, "How did I do?" Even as we wrote a first draft, one teacher worried that we might paint an unfavorable picture of at least one individual. As we painted the picture, values emerged. The values of the writers, the researchers, the teachers, and others who created the story are the threads creating each patch of the Brentmoor quilt. In addition, these values expressed in the Paideia principles — and the ways in which they were enacted in the schools — represent discordant and complementary core beliefs held by teachers, administrators, and students.

Among the most prominent threads is "what's best for the children." Over and again, teachers, parents, and principals used this phrase to describe why decisions were made and what they did. The Paideia project was selected as a focus of the school reform efforts, because it represented what the community wanted — child-centered practices that promote inquiry, collaboration, and meaningful conversation — and it represented something different from other local reform efforts. As parents, teachers, and the principals learned about Paideia, they experienced how Paideia would change the learning environment. When they returned to Brentmoor after their first round of faculty development at the National Center's annual conference in 1994, the teachers engaged students in integrated lessons, collaborative learning activities, and seminars. The teachers modeled what they hoped for students, working together to integrate instructions and revamp the school's decision-making structures. They created parent seminars to engage parents in the same type of meaningful discussions that taught students to think critically, responding thoughtfully both to text and to each other's comments.

These changes in the classrooms and boardrooms of Brentmoor represent the implicit value of democracy. While teachers embrace the democratic principles that guided the development of a new committee structure to govern the school, several teachers noted that students never participated in schoolwide committee work and that their voices were not heard in decision making. Further, during the onset of the change process, the principal called several teachers who were less enthusiastic about implementing Paideia "saboteurs." This label stung many teachers' ears. In a school reform based upon democratic structures such as coaching and seminars, some voices were silenced instead of added to debate revered in seminar.

The overall restructuring of the committee structure involved any teacher who wanted to be heard. For the first time in its recent history, Brentmoor teachers decided how funds would be spent, who would be hired, how to organize parent seminars, and on what themes annual curriculum projects would be based. The fine arts team integrated music, physical education, and art into weekly time blocks that allowed teachers time to plan as grade-level teams. For the most part, the democratic process flourished as teachers and students worked collaboratively, coaching each other.

While instituting Paideia at Brentmoor, community members experienced both little trouble and great difficulties as their new beliefs and practices interacted within the broader educational systems. On one hand, teachers found their beliefs honored within the Paideia principles. The fine arts teachers, in particular, were supported by Paideia experts and the principles in their efforts to integrate curriculum around broad themes, engaging children in expressively communicating their ideas through the arts. "The FAIT teachers work together to inspire kids in different ways," one student explained. "Kids like us don't usually get to see good stuff like this," another said after a FAIT production. "My sister said that when the principal's voice came forward after the play to dismiss classes, it jolted her," one student said after a recent FAIT production. "She did not want the play to end, she was savoring it."

After a school-wide extravaganza involving students across grade levels, from kindergarten to sixth grades, the faculty made many changes in organization and curricula to accommodate integrating the arts into the curricula at each grade level. Grade-level teams were formed and mutual time provided for the fine arts team to work with students at each grade level. While the fine arts team worked with students, the grade-level teachers could plan and work together to provide optimal learning experiences for their students. At the school level, a Theme Committee determined two annual themes for school-wide curriculum development involving all classrooms, teachers, and students. The physical education, music, and art teachers became an integral part of schoolwide instruction, not just extras.

On the other hand, Brentmoor found its principles and programs not always meshing smoothly. While many Paideia principles nicely align with the district goals and strategic planning, others do not. For instance, integrating instruction and teaching more in-depth knowledge are practices that mesh with district-level goals and visions. However, Paideia beliefs in honoring all students and not just a few run counter to district goals to identify the top speller in the district.

At the school level, friction arose early among those teachers who George determined were "not on the ship." Rather than embellish their practices with Paideia innovations and principles, some teachers abandoned the Paideia model, rarely supervising even one seminar per semester in their classrooms. On the other hand, a strong core of teachers throughout the school have used seminars, coaching, and integration. Parents participated in regularly scheduled seminars. Committees worked together to address differences, encourage voices to be heard, and promote the change process. It is, perhaps, just these frictions that fueled the change effort.

At the district level, Brentmoor Elementary was viewed anew as a community of teachers who were proactive, not reactive. One district administrator explained how the teachers emerged as powerful, creative educators who took control of not only their own classrooms but school governance. Consistently, the teachers requested district waivers that represented Paideia principles. Their requests to eliminate grades and a gifted program, however, were denied. They were allowed to send only one Brentmoor representative from each grade level to the annual spelling bee.

A Patchwork Quilt of Change: The Case Study of Brentmoor Elementary School

As the case team worked together, the university researchers frequently asked about the principles guiding Paideia. While these principles were clearly discussed in the Paideia literature read by the Brentmoor community, most of the faculty development provided focused solely on *how* to do Paideia, not *why* to do Paideia. The implicit beliefs in the innovations remained in heads and books, while innovations were practiced with the intent to *do* Paideia better. What people *did* flourished, while what they *believed* remained relatively unexamined. Midway through the project implementation, one of the national advisors for Paideia recommended that the teachers revisit these beliefs — make Paideia their own. The case team invited Brentmoor to revisit these beliefs, too.

When the case team asked, "In what ways has Paideia impacted your teaching?" teachers delineated their implementation of Paideia strategies like inquiry, seminar, coaching, and didactic instruction. When university researchers asked case team teachers, "When do you use pieces of the seminar in other classroom instruction?" they looked back quizzically. One case team member extolled the sanctity of the seminar. "Seminar is special," we heard. "You cannot do seminar all the time." Soon, we asked, "What about the principles?" As the case team worked, a renewed interest in the principles grew. Noting the disparities between practices and principles, case team members encouraged committees to revisit their charges, record their histories, and engage in the type of dialogue expected of students participating in seminar. The case team identified places where the change machine was running smoothly and where friction sometimes halted or promoted progress.

The re-evaluation of principles prompted by the case study seemed to renew interest in Paideia and its implementation at the broader levels of how teachers interact and are involved in decision making, not simply how students interact and are involved in decision making. The Paideia principles, valued by the faculty, staff, students, and parents in the community, were revisited as the case team began gathering data, asking questions, and interpreting findings to the participants in the change process.

The patchwork quilt of change that is Brentmoor Elementary School can be seen at all levels. As a quilt serves not only to keep off the child but to enhance one's surroundings, the change at Brentmoor has enhanced the general mood. Just as one might toss off the quilt in the night if it becomes too warm, change at Brentmoor is not always comfortable. But just as the family quilt is kept and passed down through the generations, it seems that the Paideia philosophy is at Brentmoor to stay. In large part, the philosophy has been embraced and integrated into the belief system of the faculty. Just as new blankets are purchased for the home, new innovations will be introduced into Brentmoor. However, there is always a special, maybe even sacred, place for the family quilt. Based on the words of its members, there will likely be an eternal Paideia presence in the Brentmoor community.

APPENDIX

METHODOLOGY

Our team decided up front that we would work collaboratively on all levels. The team consisted of three classroom teachers and two university researchers. We all collected data. Each of us conducted interviews with teachers, administrators and/or parents. To avoid any discomfort among colleagues, the university researchers conducted the classroom observations. Every teacher was invited to participate in an interview and/or classroom observation. Classrooms were observed only with the permission of the teacher, so not all classrooms were observed. We completed interviews with a total of 21 people and observed 12 different classrooms.

There were several components to the data collection in this case study. In the preliminary stages, each of the case team members kept and shared journals regarding feelings about the research process. We would each write a journal entry and then exchange them with one another until each of us had read and responded to all of the entries. This process was to assist us in building collegiality among the case team and reaching an understanding about how we would proceed.

The interviews were taped and transcribed. All members of the case team had access to all transcribed interviews. These documents were divided among us and coded. We met as a case team on several occasions to discuss the themes which had emerged from the data.

Our initial collaborative writing was in the form of open discussion. Subsequently, we decided to split the sections logically, write about our designated section independently, and exchange the documents for review by the team.

We exchanged the sections several times and integrated the team's input into our individual sections. We combined and rewrote several sections in an attempt to ensure a document which flowed smoothly, while maintaining the integrity of individual voices.

TRANSFORMING LEARNING COMMUNITIES SITES

BRENTMOOR ELEMENTARY SCHOOL

Mentor Exempted Village Schools
Cleveland State University



ELEMENTARY SCHOOLS

- 1 **Brentmoor Elementary School**
Mentor Exempted Village Schools
Cleveland State University
- 2 **Cranwood Learning Academy**
Cleveland City Schools
Cleveland State University
- 3 **Dawson-Bryant Elementary School**
Dawson-Bryant Local Schools
(Lawrence County)
Ohio University
- 4 **Lomond Elementary School**
Shaker Heights City Schools
Cleveland State University
- 5 **Miami East North Elementary School**
Miami East Local Schools
(Miami County)
Miami University

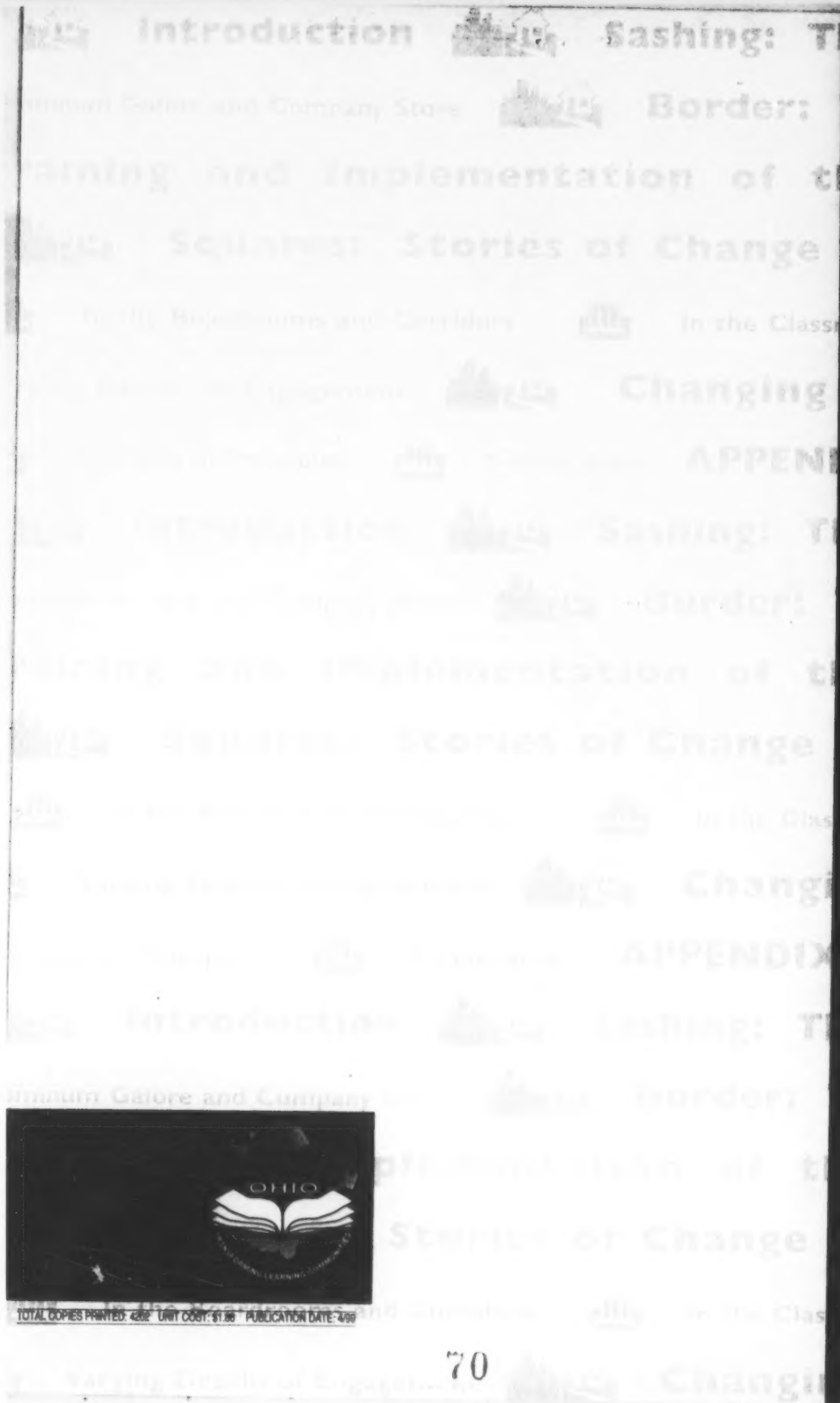


MIDDLE SCHOOLS

- 6 **East Muskingum Middle School**
East Muskingum Local Schools
(Muskingum County)
Muskingum College
Ohio University
- 7 **Galion Middle School**
Galion City Schools
The Ohio State University
- 8 **Talawanda Middle School**
Talawanda City Schools
Miami University

SECONDARY SCHOOLS

- 9 **Federal Hocking High School**
Federal Hocking Local Schools
(Athens County)
Ohio University
- 10 **Franklin Heights High School**
South-Western City Schools
The Ohio State University
- 11 **Reynoldsburg High School**
Reynoldsburg City Schools
The Ohio State University
- 12 **Robert A. Taft High School**
Cincinnati City Schools
Miami University



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